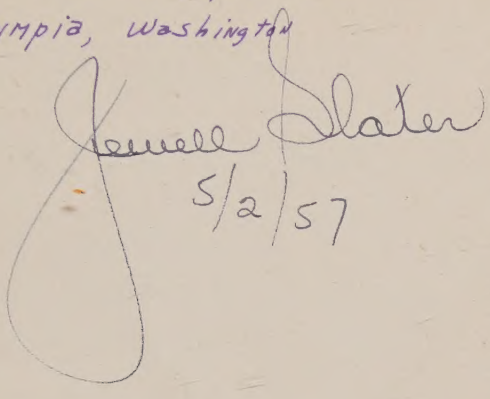
GREGG REPORTING SHORTCUTS

John Robert Gregg

Digitized by the Internet Archive
in 2025

https://archive.org/details/bwb_T5-CUV-511

Clifford R. Waite
1115 East Olympia Ave.
Olympia, Washington



GREGG REPORTING SHORTCUTS

By John Robert Gregg

THE GREGG PUBLISHING COMPANY

Business Education Division, McGraw-Hill Book Company, Inc.

NEW YORK CHICAGO SAN FRANCISCO DALLAS

TORONTO LONDON

GREGG REPORTING SHORTCUTS

Copyright, 1922, by The Gregg Publishing Company. All rights reserved. This book, or parts thereof, may not be reproduced in any form without permission of the publishers. Oct. 1949-F-1½.

Shorthand Plates Written by
WINIFRED KENNA

PUBLISHED BY THE GREGG PUBLISHING COMPANY
Business Education Division of the McGraw-Hill Book Company, Inc.
Printed in the United States of America

PREFACE

THIS book is intended for writers of Gregg Shorthand who desire to become reporters, and particularly for those who wish to become court reporters.

The book deals almost wholly with the question of securing the high degree of shorthand skill needed in reporting, and no attempt is made to explain the duties of a reporter, the procedure or organization of court or hearings. These matters are covered very completely in several books on the subject, particularly in *The Stenographic Expert*, by Mr. Willard B. Bottome, of which admirable book a Gregg edition is now in preparation.

The reporting phrases and shortcuts in this book embody the accumulated experience of many of the most expert writers of the system. The compilation of the court-reporting phrases began in 1910 and 1911, at the time Mr. Swem, Miss Tarr, and Miss Werning were preparing for the national shorthand speed contests. The court testimony, jury charges, arguments of counsel, and straight literary matter, used by these writers for practice, were exhaustively analyzed and the commonly-recurring phrases listed. The shorthand forms for these phrases were tested for legibility at high speed, and only those that passed this "acid test" were retained. When forms for phrases of common occurrence in court work were found to be too long for the exigencies of of very high speed, briefer forms were devised—always in harmony with the fundamental principles. Since that time the more extensive use of the system by professional reporters has enabled us to shorten many of the phrases obtained in the way we have described; some of the phrase-

forms, indeed, have gone through an interesting process of evolution.

The next accretion to the list of reporting phrases came from the many useful forms given in the Reporters' Department of the *Gregg Writer*—the majority of these having been suggested or developed by that accomplished reporter, Mr. Fred H. Gurtler, of Chicago, winner of the final contest for the famous Miner Medal. I am also indebted to several writers of the system for lists of phrases they have found useful in various lines of expert shorthand work.

In addition to this, I have spent a great deal of time in the study of all kinds of court proceedings, and in devising forms to meet the exigencies of the most rapid reporting. The shorthand magazines and the proceedings of reporters' associations have been gone over in the most painstaking way, and I have felt fully repaid for many hours of labor when I have been able to add or devise one phrase-form that would be of assistance to our reporters.

I earnestly invite reporters to send me lists of phrases which they have found useful in their work, so that these may be published in the *Gregg Writer*, or in a future edition of this book, for the benefit of the profession.

A successful business man once said:

> You have a dollar. I have a dollar. We swap. Now you have my dollar and I have yours. We are no better off. You have an idea. I have an idea. We swap. Now you have two ideas, and I have two ideas.

If each of the reporters and expert writers of Gregg Shorthand sent me just *ten* useful phrase-forms to be included in the next edition, what a wealth of good forms would be available for the use of all writers! Let's swap ideas!

JOHN ROBERT GREGG

CONTENTS

PART ONE

	Page
PREFACE	iii
ALBERT SCHNEIDER, 1921 CHAMPION	2
INTRODUCTION	3
Build on What You Know	3
The Importance of Reporting	3
Reporting an Interesting Profession	5
The Reporter's Work and Remuneration	6
The Demand for Reporters	6
Preparation for Reporting	7
Confidence in Your System	8
Facts about Shorthand Speed	9
Speed Achievements in Shorthand	14
British Speed Contests—Championship	17-19
Comparison of British and American Records	20
American Speed Contests	22
Fifth International Speed Contest	23
Adams Trophy Contest	23
World Shorthand Championship—N. S. R. A. Contests	26
200 Solid Matter; 240 Jury Charge; 280 Testimony	27
Southwest Shorthand Reporters' Association Contest, 1920	28
Gregg Writer Wins World Championship	29
Mr. Schneider's and Mr. Daly's Work Compared	30
Mr. Schneider Breaks World Records	31
Eastern Commercial Teachers' Association Contests	32
British Junior Championship, 1912	33
Dubious Records in Shorthand	33
The Alleged "300-Word-a-Minute Record"	33
Two-Minute Records	35
Handicap Contest, 1920	35
Gregg Shorthand Superior for Reporting	36
N. S. R. A. Speed Certificates Awarded to Gregg Writers	38

Page

FOUNDATIONS OF REPORTING SKILL 39
Knowledge of the System 39
How to Improve Your Knowledge of the System 40
Tests 1, 2, 3, 4, 5 41-43
Keep the Principles Fresh in Mind 45
The Reporter's Tools 45
The Notebook 46
Posture 47
Position of the Hand and Arm 51
Correct Habits 52
Shorthand Penmanship and Execution 54
Size of Notes 56
Compactness 57
Light Touch 58
Reducing Waste Motion 58
Turning Pages 61
Methods of Learning Wordsigns 62
Method of Learning Phrases 64
The Law of Rhythm in Phrase Writing 66
The Law of Diminishing Returns in Shorthand 68
Memory Strain 70
The Word-Carrying Faculty 70
Vocabulary 72
Methods of Practice 73
The Value of Reading 74
Repetition Practice 77
Dictation Practice Essential 78
The Use of the Phonograph 79
How to Use the Plates 79

PART TWO

SPECIAL WORD FORMS 83
REPORTING PHRASE FORMS 86

Key-Words to Phrases

Page

able 86
above 86
accident 87
acquainted 87
agent 87
agree 88
always 88
and (omitted) 88
annual 89
answer 90
as—as 90
ask 91

	Page
association	91
attention	92
attorney	92
away (see way)	93
bank	93
believe	93
board	94
bound	94
business	94
came	95
car	95
care, careful	96
certain, certainly	96
charge	97
children	97
circumstances	97
city	98
civil service	98
common	98
company	99
conclusion	100
condition	100
consider-able-tion	101
corner	101
counsel	101
court	102
damage, damages	103
daughter	103
day	104
defendant	104
degree	105
department	105
determine	106
did-you	107
do-you	108
do-you-know	108
else	109
engineer	109
evidence	110
examine, examination	111
except, exception	112
executors, etc.	112
exercise	112
exhibit	113
experience, experienced	113
extent	114
fact	114
find	116
floor	119
ground	119
guilty	119
had	120
her	121
him	121
holder	122
honor	123
house	123
how	124
human	126
immaterial, etc.	126
injure, injury	126
in-law	127
instruct-tion	127
judge, judgment	127
jury, juror, jury-man	128
just	129
know, known	130
knowledge	131
law	132
left	132
like	132
manner	133
married	133
material	134
matter	134
mean	135
member	135
mile, miles	136
mind	136
month	136
morning	137
mortgage	137
name	138
necessary	138
neglect, negligence, negligent	138
night	139
no	140
notice	140
object, objection	141
observe	141
office	142
often	142
opinion	142
order	144
other	144
out	145
own	145
part, party	146
people	147
place	147
plaintiff	148
platform	149
positive	150
possible, possibly	150
prejudice	150
preponderance, preponderating	151
prior	151
purpose	152
question	152
rate	154
reason-able-ably	154
recall	156
recollect	156
recollection	157
remember	158
right	159
room	159
safety	160
said	160
say	162
secretary	164
see	164
side	165
sidewalk	166

	Page
since	166
so	167
speed	168
stairs	168
state, stated	168
statement	170
store	171
sure	171
swear	171
swore, sworn	172
tell	172
terms	173
testify, testimony	173
than	174
that-you	175
there-were	176
they-were	176
thing, things	176
think	177
time	178
track	181
trial	182
understand, understood	182
United States	183
up	183
us	184
value	185
verdict	185
way (see away)	186
week	187
when-did-you	187
where	189
whether, whether-or not	191
while	193
willing	193
witness	194
year	194
yes	195

PART THREE

	Page
AFFIRMATIVE AND NEGATIVE PHRASES	199
ALTERNATIVE PHRASES	199
REPETITION MARKS	200
ENCIRCLING OUTLINES	202
INDICATION OF FIGURES	203
RAILROAD NAMES AND PHRASES	204
LEGAL TERMS AND PHRASES	210
MEDICAL TERMS AND PHRASES	214
MILITARY TERMS AND PHRASES	221
NAVAL TERMS AND PHRASES	227
THEOLOGICAL TERMS AND PHRASES	232
CHEMICAL SYMBOLS AND TERMS	236

ILLUSTRATIONS

Writing Position of Charles L. Swem	48
Writing Position of Frederick H. Gurtler	49
Writing Position of Albert Schneider	50
Writing Position of Salome L. Tarr	82
Writing Position of Joseph M. Shaffer	196
Writing Position of E. W. Crockett	198

GREGG REPORTING SHORTCUTS

PART ONE

MR. ALBERT SCHNEIDER
Winner World Shorthand Championship
1921

INTRODUCTION

The office stenographer of today is the shorthand reporter of tomorrow.—Willard B. Bottome.

BUILD on What You Know. Almost without exception the expert professional reporter comes up from the ranks of office stenographers. Very few writers, when they started out to learn shorthand, had in view the reporter's chair as a final objective. Usually the preparation is not decided upon beforehand, as in other professions, and a plan made leading directly to a definite goal. As a consequence, when the ambition does come to the would-be reporter, he finds himself equipped with a certain degree of skill in the use of shorthand, but oftentimes he has acquired many bad habits that will handicap him for reporting. He must take his structure as he finds it, analyze it, determine what is to be done, and build on or capitalize what he has. This is not an insuperable task, for the fact that he is ambitious to get into the reporting field shows that he has an encouraging foundation—that he has developed a certain facility in speed, for example, that encourages him to believe that reporting speed for him is not unattainable. All that is necessary is to find out the true status and then to proceed to overcome any obstacles that may be in the way. The suggestions that will be made in this Introduction, and also in "Foundations of Reporting Skill," will show you how you can take what you have and make the most of it.

The Importance of Reporting. The reporting profession is one that is worthy of the highest ambition of any young person who wants to render a valuable service to the world—a service in which he can find keen enjoyment, variety of interest, intellectual recreation, an opportunity

for growth, association with big men and women, and an attractive remuneration. Moreover, it is a profession in which there is now little competition, but a constantly growing demand.

The court reporter is an indispensable factor in the administration of the law, for it is through him that the written record of the proceedings are made. The importance of the court reporter's record is graphically described by Mr. H. W. Thorne, an official court reporter of New York.

> Before his (the court stenographer's) advent, the report of the charge of the court to the jury rested in the rough memoranda of the court, and in the sparse notes kept by counsel. Just what was said to the jury was a matter of conjecture. On appeal it was impossible to know what language the court used in charging the jury. The charge of the court to the jury, the requests of the respective counsel to charge the jury and the exceptions taken by the counsel to the charge are the most important and critical parts of a lawsuit. Probably more cases taken upon appeal to appellate tribunals are reversed because of errors in charging or refusals to charge the jury than for any other reason. But, in order that the party, who complains of such errors, shall have redress on appeal, he should have taken "exception" to the charge as made, or to the refusal of the court to charge as requested. And, furthermore, the printed case on appeal must show that such exception was taken. But what this "case" should contain, the presiding judge was sole arbiter. It rested absolutely within his discretion to "allow" or "disallow" any proposition made by counsel when the case was "settled," as it is technically called.
>
> The transcript of a competent stenographer is now relied upon for a correct statement of what occurred, and such confidence is reposed in it by the bench and bar, that in the case of Nelson against N. Y. C. & H. R. R. R.

(1 Law Bulletin, page 15), decided in 1878, it was held that, where in the settlement of a case there is a dispute as to words, the stenographer's minutes must control.

Reporting an Interesting Profession. The court reporter's record is to the courts what accountancy and bookkeeping are to business. The reporter's work is full of interest. No two cases are alike. There are different problems and personalities involved, different motives of action, different situations and details. Many of the cases reported in court outrival the most brilliant novels or plays in action, in humor, and in dramatic climaxes. Every phase of human life comes within the purview of the shorthand reporter. The verbal combats of lawyers with witnesses and with one another, the rulings and charges of judges, the science and art of presenting cases, the logic of law, the spell of oratory, of pathos, of humor, and even the sordities of life, are all for the reporter to witness and feel and put down on paper.

Charles Dickens found reporting to be the great school of human nature, from which he drew the characters that made him immortal. The reporter who adds general reporting to his court room activities enjoys even a wider range of interests. To the writer who likes to achieve, who enjoys the spirit of a game, there is the constant race between him and the witness or the orator, or the preacher he may be reporting, which spurs him on to greater perfection in the art of shorthand writing.

The constant contact with brilliant lawyers, judges, professional and business men, develops the reporter's intellectual growth and spurs him on to greater mental alertness. The transcribing of his notes brings into action his knowledge of a great variety of subjects. He is constantly energized to read and study, for one day he may be reporting an

intricate case in which expert medical authorities are giving testimony, and next day the testimony of expert engineers, economists, business men. Every human activity comes into the court room.

The Reporter's Work and Remuneration. While the court reporter, like all other professional men, is required to work, and oftentimes intensively, there are many compensations. The drudgery of reporting has been largely eliminated in recent years. Instead of laboriously typing out his record, the modern court reporter dictates his notes to the phonograph, and the cylinders are transcribed by typists. While the courts are not in session, the reporter has his time to himself. As the courts are usually closed during the summer months, he has a long vacation which he can devote to outdoor pleasures, study, travel, or he may do "free lance" reporting of conventions, etc., thereby increasing his income. Many reporters utilize this time to study law and eventually enter that profession. The compensations of the court reporter are as good as, or better than, those offered in many other professions. Official court stenographers usually receive from $2,500 a year upward for attendance and have transcript fees which amount to as much or more. Many of the official reporters in the large centers have an income of $10,000 or more a year. An official appointment to a court reporting position usually means a lifetime job to a competent reporter. In many of the states the position is created by law and is secured on examination, and is thus free from political influence.

The Demand for Reporters. The demand for court reporters is constantly increasing, not only on account of the increase in the number of cases being tried, but by

the creation of new courts. At a recent meeting of the New York State Shorthand Reporters' Association one of the official reporters of New York City read a paper in which he stated that the supply of court reporters was growing smaller and smaller, and urged the necessity of the reporters' associations taking definite steps toward the training and preparation of court reporters. He pointed out that in many of the counties of the state the examinations for court reporters had been simplified in order to secure enough reporters to do the work. One of the contributing causes to the shortage of reporters is the difficulty of learning one of the older systems of shorthand. Every year literally hundreds of young writers with reporting aspirations are discouraged from ever becoming skillful enough for reporting work because of the difficulties they encounter in obtaining even a moderate speed with these systems. With our system, however, owing to its simplicity, reporting speed can be obtained in half the time it takes to reach it with one of the older systems. This is demonstrated by the speed records made by young writers, which will be given elsewhere.

The reporting profession is a most attractive one for the writer who is willing to make the effort to acquire the necessary technical skill.

Preparation for Reporting. But with all the advantages of the court reporting profession, the first consideration of the young writer is equipment for the work. While a college education is an advantage and would be of value to a general reporter, for all reporters do more or less editing of extemporaneous addresses, it is not an absolute necessity. Few of the official reporters today have had a college training. More depends upon natural aptitude, the capacity

for acquiring and applying information and principles, and the technical skill in shorthand writing. Thorough preparation in speed and accuracy in shorthand are essential, and the young writer should make every effort to secure as complete a training as possible before entering the ranks of reporters, but he necessarily will get the polish of the accomplished reporter through the hard knocks of experience. His education must continue. He must strive to perfect his art in order to uphold the high ideals of the profession and to win the confidence and respect of the court officials and the public.

In beginning his preparation for court reporting the young writer should be imbued with absolute confidence in the outcome. This feeling of confidence must be twofold —confidence in the system he writes, and confidence in himself.

Confidence in Your System. The writers of Gregg Shorthand in past years have oftentimes been handicapped by the persistence with which the many opponents of the system have asserted that it was lacking in speed possibilities. These statements were made continually by the publishers of the older systems, whose business was menaced by the growing popularity of Gregg Shorthand, and they were repeated by many court reporters and others who had not investigated the merits of the system for themselves and who accepted without question the statements made by the publishers of the systems they used. The constant reiteration of them sometimes discouraged writers of our system from attempting to become reporters.

It is a trait of the human family, old as history, to form prejudices, oftentimes on incomplete information, and to stick to them tenaciously, even rejecting the most con-

clusive evidence of their fallacy. The real students of the art of shorthand writing in all its phases are more apt to be broader minded in their views, as is shown by the statement of the distinguished shorthand reporter, Theodore Rose, of Elmira, New York, in an address to the New York State Shorthand Reporters' Association.

> I sometimes think that we have not given the encouragement we should to authors who have tried to give us better systems of shorthand writing. We need an easier, better, and less nerve-racking system of stenography than we have to-day. . . . . We should not be contented with our present systems; while there have been marvelous advances in other departments of life, we have failed to make any progress. We are far behind the times.

Facts about Shorthand Speed. The records made by writers of Gregg Shorthand in the national speed contests in recent years and the large number of court reporters and general reporters using it have rendered the argument so futile that it now is very seldom used. We occasionally hear of it, however, and since it is the only argument left to our opponents, I am going to deal with it more completely than I have done on any former occasion.

As it is impossible to discredit the remarkable speed records made by writers of Gregg Shorthand, the argument is now stated in this form: Since a much larger percentage of reporters write Pitmanic shorthand than write Gregg Shorthand, the Pitmanic systems are better adapted for reporting work.

This method of reasoning is absolutely fallacious. Pitmanic shorthand has been in use for nearly a century, while Gregg Shorthand was first published in this country —in pamphlet form—in 1893, and was not taught to any great extent twenty years ago. It has been said that

official reporters "seldom die and never resign," and most of the official reporters began the study of shorthand before Gregg Shorthand was in existence, or at all events, before it was taught extensively. A majority of the younger reporters now write Gregg Shorthand.

The longevity of shorthand systems in the reporting field is well known. The most notable illustration of it is the use of the Gurney system (published in its first form 238 years ago!) with which the official reporting of the British Parliament has been performed for more than a century. When the Pitman system was first introduced in England the advocates of the older systems—of Taylor and Gurney, for example—claimed that the inferiority of Pitman's Phonography was conclusively shown by the fact that it was not used by reporters and that all the official parliamentary reporters used the Gurney system. They also pointed out that not one of the professional reporters in London used the Pitman system. The following quotation from the "Transactions of the International Shorthand Congress" (held in London in 1887 to "commemorate the Tercentenary of Modern Shorthand and the Jubilee of Pitman's Phonography") will show that at that time—when Pitman's system had been *fifty years in existence*—the argument could have been applied to the Pitman system with much greater reason than to Gregg Shorthand. Mr. A. R. Marten, a Pitman reporter in London said:

> I do not wish to go into any further comparison of Phonography with other systems, because, after all, the main point is the intelligent aptitude of the shorthand writer, and the "system" is not of so much importance provided a good one is used, and that it is thoroughly and properly learned. As an illustration, I may say that in the Institute of Shorthand Writers with which I have the honor to be connected, and which consists of all the

> professional shorthand writers, with one or two exceptions, practicing in the Courts of Law in London, three-sevenths only are Phonographers. The remaining four-sevenths write other systems, and I feel bound, in fairness, to say this, that many of those writers of other systems are quite as good shorthand writers at least as any Phonographers in this country.

Here you have a statement made by a prominent member of the Institute of Shorthand Writers, the membership of which consisted of "all of the law reporters of London with one or two exceptions" that only three-sevenths of these reporters were Pitman writers! Remember, too, that this statement was made by a Pitman writer at a Congress assembled to commemorate the *Fiftieth Anniversary* of the publication of Pitman's Phonography; that it was made in London where Pitman's Shorthand was *taught exclusively* at that time, and that the authors of the systems (Taylor, Gurney, Lewis) written by the great majority of the law reporters of London at that time had been dead for half a century or more and no one was interested in continuing the publication of their books. The statement was made by a Pitman writer in the presence of Isaac Pitman, Thomas Allen Reed (the leading exponent of Pitman's Shorthand in the reporting field) and other leading Pitman writers, and was not challenged by anyone. Finally it was printed in the "Transactions" of the Congress, *published by Isaac Pitman & Sons.*

Adopting the method of argument to which we have referred, anyone at that time might have gravely affirmed that as the Taylor and Gurney systems were more generally used by the law reporters of London, it was evident that the Pitman system was not so well adapted for reporting. And the argument would have been rendered the

more convincing by citing the fact that the Pitman system was taught almost exclusively in the schools teaching shorthand and that the Taylor, Gurney, and Lewis systems were not taught in *any* schools. It would be natural to suppose that in fifty years the Pitman system, in the absence of competition from Taylor, Gurney, and Lewis, would have entirely superseded them in the reporting field.

We may add another quotation from the "Transactions" of that famous Shorthand Congress. Mr. Gurney Angus, head of the staff of Official Reporters of the British Parliament, in giving information to the Congress about Parliamentary reporting, said:

> The Gurney system of shorthand is used by all the shorthand writers on the staff except one, who is a Phonographer. Amongst the shorthand clerks there are twelve using Gurney's system, four Pitman's, and one Taylor's. Of the shorthand writers practicing in the Courts of Law, who occasionally give their assistance, about half are Phonographers, the others using Taylor's, Gurney's, Lewis's, etc.

When the Graham variation of the Pitman system was being introduced, the advocates of the Pitman system pointed in a similar manner to the lack of reporters writing Graham, and to the fact that it had not then a representative on the congressional staff.

The Munson system had a similar experience. As late as 1877 an article appeared in *Browne's Phonographic Monthly*, which was then recognized as the "organ of the reporting profession," under the title "No Speed in Munson Phonography." In this article the editor demonstrated to his own satisfaction, and doubtless to the satisfaction of many of his readers, that the Munson was a "slow system"

as it was "cumbered with many characters of a speed-losing nature." As a last and conclusive argument, he said that the Munson had no "reporting record," and that Mr. Munson was the only reporter in New York City using it, which argument no doubt was absolutely convincing to those who did not remember that the Munson was then but ten years old.

So we presume it always will be. A *new* system will always have to meet this "reporting argument," and it can be successfully met only with the lapse of *time*, through the writers who have used the system for some years in general stenographic work gaining sufficient knowledge, experience and skill to develop into reporters. Gregg Shorthand is fortunate in having met the argument more quickly than other successful systems in the past.

Pitman's Shorthand has been in existence eighty-four years. Beginning with Andrew J. Graham and James Munson in the '60's, there have been continuous efforts to perfect the reporting style. Yet, notwithstanding the efforts of the most talented authors and writers, there was little variation or improvement in Pitmanic shorthand for more than half a century. A realization of this, and also of the urgent need of "an easier, better and less nerve-racking" style to enable reporters to keep pace with the increasing demands upon them, led to the formation of a "Committee on Standardization of Pitmanic Shorthand" by the National Shorthand Reporters' Association. Notwithstanding the almost incredible labors of the members of the Standardization Committee in the past twelve years, and the help they have received from Pitmanic reporters in all parts of the country, it is now generally recognized that the standardization of Pitmanic shorthand is a hopeless undertaking.

Gregg Shorthand, on the other hand, has had a remarkable growth as a reporting system. Several hundred official court stenographers and general reporters are using the system, and the work of these writers and records made by writers of the system in the speed contests of the National Shorthand Reporters' Association, have placed Gregg Shorthand in the front rank as the most rapid and most accurate system in existence. Mr. Albert Schneider's record of 211.2 net words a minute on straight literary matter in the 1921 championship, which he won, is the greatest feat ever performed in rapid and accurate shorthand writing. The superiority of Gregg Shorthand makes it inevitable that the system will be the great recruiting ground for shorthand reporters in the future.

Speed Achievements in Shorthand. Speed and accuracy in shorthand writing are fundamental in shorthand reporting. They furnish the starting point for reportorial skill. It will, therefore, be interesting to compare the speed achievements of Pitmanic writers with those made by Gregg writers. First let us consider the alleged "records" made by Pitman writers in England.

The publishers of Isaac Pitman Shorthand have published lists of writers who have obtained "speed certificates" issued by Isaac Pitman & Sons. The speed "records" made by such writers and announced by the Pitman firm are now wholly discredited, in view of the fact that the examinations have been made and the certificates granted by a firm of shorthand publishers which was interested in seeing that the records were made, and which afterward used them for advertising purposes. The largest phonographic association in the world—the Scottish Phonographic Association of Edinburgh—published a pamphlet explaining that the association was obliged to discontinue holding the examina-

tions because an investigation showed that Isaac Pitman & Sons granted certificates, although the papers contained errors greatly in excess of the percentage which was supposed to be allowed. To quote from one of the letters of Mr. J. M. Warden, then President of the Association, to Isaac Pitman & Sons:

> Now, from the diet of examination held by the Scottish Phonographic Association, on the 26th of March, 1904, we sent up 45 papers. These papers were checked by four members of our Council—the most of them by Mr. Watt (then our President) and myself; and according to our calculations 12 of these, at the most, were entitled to pass, while you awarded certificates to 23.

The Association could not obtain from Isaac Pitman & Sons any satisfactory explanation, nor did the latter reveal where the differences occurred. As a result, the Scottish Association discontinued holding the examinations for Pitman Speed Certificates. When the largest phonographic association of the United Kingdom, an association which was declared by the late Sir Isaac Pitman to be "first in the kingdom in the vigorous propagation of Phonography," felt that it could not continue to hold examinations for certificates which were not honestly earned, no one else is likely to have much regard for the high speed records of English writers when such "records" are based on certificates granted by Isaac Pitman & Sons.

But there is another way in which the precise value of the Pitman Speed Certificates may be ascertained. It is by a comparison of the "records" for which candidates were granted certificates by the Pitman firm (followed by much publicity), and the actual performances of the holders of such certificates who have taken part in genuine open-to-all public speed contests. For example, let us contrast the records made by Mr. S. H. Godfrey in public contests with those made in the examination for Pitman Speed Certifi-

cates. From Pitman's Year Book we learn that Mr. Godfrey was granted Pitman Speed Certificates as follows:

November 13, 1903.....200
August 12, 1904.....210
December 7, 1906.....220
November 26, 1908.....230

It is not surprising that in view of these remarkable records, Mr. Godfrey should have been the representative of Isaac Pitman Shorthand in the International Shorthand Speed Contests* held in the United States. Here are the records made by Mr. Godfrey in these contests. (Data taken from the *Phonographic Magazine*):

1906 (Baltimore Contest). Five minutes' dictation at the rate of 168 words a minute; 8 material errors; 8 immaterial errors; net speed, 166.8 words a minute. Deducting one word for each error, material or immaterial, as is now the practice, the actual record is 164.8 words a minute.

1907 (Boston Contest). Five minutes' dictation at the rate of 165 words a minute; 24 material errors; 7 immaterial errors; net speed, 158.8 words a minute.

It will be seen that in 1906 (the *same year* in which he was granted a Pitman Speed Certificate for 220 words a minute) Mr. Godfrey's speed in a public contest was 164.8 words a minute—55 words a minute less! In the year following his participation in the 1907 International Speed Contest, in which his record was 158.8 words, he was granted a Pitman Speed Certificate for 230 words—71 words a minute faster than his public contest record!

Now let us see what Mr. Godfrey did in the English Shorthand Championship Contests held under the auspices of the Business Exhibition, London.

In 1908 (the same year that he gained the 230 Pitman Certificate) he won the contest by writing 202 words a minute net, making 90 errors on the 220 dictation and

*See Eastern Commercial Teachers' Contests, page 32.

obtained an accuracy rating of 91.81 per cent! We have not been able to obtain any particulars as to the kind of matter used in the 1908 contest.

In 1909 Mr. Godfrey retired from the contest, being unable to transcribe his notes within the required time, and the championship went to Mr. Garwood, whose net speed was 196 words a minute (117 errors in his transcript!). Mr. Garwood, by the way, was then the holder of a 200 Pitman certificate granted in 1901!

In 1910 Mr. Godfrey made a net of 185 words on the test of 947 words dictated in five minutes—23 errors.

In 1911 there was no contest, and in the 1912 contest Mr. Godfrey's name does not appear among those who were awarded places.

Now, compare those figures—and the dates—with the Pitman Speed Certificates awarded Mr. Godfrey. Further comment is unnecessary.

British Speed Contests. The records of other Pitman writers in the British championship contests, made under conditions which furnish an accurate basis of judgment, substantiate the belief that the certificate records are unreliable, as will be seen by the following tabulations of the results in the only open contests held in England:

1908 Contest, London, March 3. There were eleven contestants, but beyond saying that the first place was won by Mr. Godfrey, second place by Mr. Garwood, third place by Mr. Jackson, and fourth place by Mr. Dickinson, no particulars were given in the report in *Pitman's Journal.* It was stated elsewhere that Mr. Godfrey was awarded the first prize for writing at a rate of 202 words a minute on the 220-word-a-minute test. Presumably, therefore, he made 90 errors in transcribing.

1909 Contest, London, October 16. In the 1909 contest only four writers qualified, with the following results:

Name	*"Pitman Certificate" Speed*	*Rate*	*Errors*	*Net Words*	*Net Speed*	*Per Cent Accuracy*
R. J. Garwood.....	200	220	117	983	196	89.3
Herbert Byers.....	220	200	51	949	190	94.9
W. F. Smart.....	220	220	187	913	182	83
R. D. Shedlock.....		180	23	877	175	97.4

Under the American rules for rating transcripts, requiring 95 per cent, or higher, accuracy, all of the foregoing, with the exception of Mr. Shedlock, would have been disqualified. Commenting on this contest, an English shorthand magazine said:

> In February, 1908, Mr. Godfrey, under similar tests, was accredited with 202 words a minute and carried off the championship cup, knowing that if he won it a third time in 1909, it would remain his forever. But instead of performing a much higher feat, after presumably twenty months' practice, he had to withdraw from the competition altogether.

Pitman's Journal of November 6, 1909, in reporting the contest, said:

> The matter dictated was a speech by Lord Rosebery on the House of Lords, the excellent matter of which contained no peculiar difficulties and some points favorable to phrasing and contraction. It could by no means be considered a suitable test for champion writers.

1910 Contest, London, October 15. The contest in 1910 narrowed down to three who were able to complete it, as follows:

Name	*"Pitman Certificate" Speed*	*Rate*	*Errors*	*Net Words*	*Net Speed*	*Per Cent Accuracy*
R. J. Garwood.....	200	200	12	988	197	98.8
S. H. Godfrey.....	230	200	23	977	195	97.7
James McDonald.....	210	200	36	964	192	96.4

An English shorthand magazine stated that by *actual count* the number of words dictated was only 947. Assuming this to be correct, the figures given in the foregoing would therefore have to be revised as follows:

Name	*"Pitman Certificate" Speed*	*Words Dictated*	*Errors*	*Net Words*	*Net Speed*	*Per Cent Accuracy*
R. J. Garwood.....	200	947	12	935	187	98.7
S. H. Godfrey.....	230	947	23	924	185	97.5
James McDonald...	210	947	36	911	180	96.1

Pitman's Journal said:

> The piece was an easy one on the pleasures and advantages of an author's life and work, and presented no technical difficulties.

1911. There was no contest in 1911.

1912 Contest, London, June 1.* Again in 1912 only three candidates finished the contest, as follows:

Name	*"Pitman Certificate" Speed*	*Rate*	*Errors*	*Net Words*	*Net Speed*	*Per Cent Accuracy*
R. J. Garwood.....	220	200	19	981	196	98.1
W. McDougall.....	220	200	40	960	192	96
W. F. Smart.....	220	200	113	887	177	88.7

It was stated that only 987 words were dictated. The foregoing figures should therefore be revised as follows:

Name	*"Pitman Certificate" Speed*	*Words Dictated*	*Errors*	*Net Words*	*Net Speed*	*Per Cent Accuracy*
R. J. Garwood.....	220	987	19	968	193	98
W. McDougall.....	220	987	40	947	189	95.9
W. F. Smart.....	220	987	113	874	174	88.5

*For result of British Junior Championship, see page 33.

"The matter used in the 1912 contest," according to an article by one of the judges in *Commercial Education* for June 18, 1912, "was taken from a speech by Henry George on land values, and was perhaps rather in the candidates' favor as compared with the 1910 contest." *Pitman's Journal,* in reporting the contest, said that it "presented comparatively few unusual words and phrases." An examination of the matter shows that it was extraordinarily simple, abounding in monosyllables and containing a great deal of repetition of common words and common phrases. It could hardly be surpassed as a selection on which to make a favorable record. By actual analysis the syllable intensity was 133 syllables for each 100 words for the entire dictation —that is to say, an average of 1⅓ syllables for each word! One would have to search for a long while to find 1,000 words of ordinary matter equal to this in simplicity.

In "A Few Comments by One of the Judges," appearing in *Pitman's Journal* for June 29, 1912, it is stated that "there is a real danger of the various contests degenerating into mere struggles between a handful of contest experts—a result which would defeat the main object with which they are instituted." The writer adds: "It was not a difficult passage upon which Mr. Garwood's third year's success was won."

No contest has been held for the British championship since 1912. In all the British championship contests the tests consisted of speeches or straight literary matter.

Comparison of British and American Records. The contest achievements on straight literary matter of the American writers of Pitmanic shorthand do not vary greatly from those of their British cousins. A comparison of these will be of interest:

BEST BRITISH CONTEST RECORDS

(British Championship)

	"Pitman Certificate" Speed	Year	Words Dict.	Errors	Net Speed	Accuracy
S. H. Godfrey	230	1908	1100	90	202	91.81
R. J. Garwood	200	1909	1100	117	196.6	89.36
R. J. Garwood	220	1912	987	19	193.6	98.07
Herbert Byers	220	1909	1000	51	189.8	94.9
R. J. Garwood	200	1910	947	12	187	98.73
S. H. Godfrey	230	1910	947	23	184.8	97.57
W. F. Smart	220	1909	1100	187	182.6	83
James McDonald	210	1910	947	36	182.2	96.20
R. D. Shedlock		1909	900	23	175.4	97.44
W. F. Smart	220	1912	987	113	174.8	88.55
W. McDougall	220	1912	987	113	174.8	88.55

Note: Under the American contest rules an accuracy percentage of 95 or better is required to qualify. Mr. Garwood is the only writer in the British championship contests to qualify with this degree of accuracy at a speed beyond 190 words a minute—1912 British Championship Contest, 193 words a minute, with 98 per cent accuracy.

BEST AMERICAN CONTEST RECORDS

N. S. R. A. Championship—200 Straight Literary Matter

Name	System	Year	Years' Exp.	Dict. Speed	Errors	Net Speed	Per Cent. Acc'y	Intensity*
Nathan Behrin	I. Pitman	1913	9	200	8	198.4	99.2	1.45
Albert Schneider	Gregg	1921	5	200.6	12	198.2	98.8	1.58
J. D. Carson	"Success"	1914	8	200	11	197.8	98.9	1.53
Jerome Victory	Osgoodby	1919	10	200	15	197	98.5	1.42
Clyde Marshall	"Success"	1911	16	200.4	18	196.8	98.2	1.37
J. F. Daly	I. Pitman	1920	6?	200.4	26	195.2	97.4	1.54
Earl Pendell	"Success"	1914	10?	200	25	195	97.5	1.53
Paula Werning	Gregg	1913	4	200	27	194.6	97.3	1.45
J. B. Faulkner	"Success"	1919	19	200	28	194.4	97.2	1.42
Fred H. Gurtler	Gregg	1919	15	200	34	193.2	96.6	1.42
W. B. Bottome	Graham	1920	20	200.4	39	192.6	96.1	1.54
Charles L. Swem	Gregg	1911	3	200.4	40	192.4	96	1.37
Nellie Wood	I. Pitman	1914	23	200	49	190.2	95.1	1.53

Note: Some of these writers have qualified more than once. In such cases we have given the best record made. Four Gregg writers have qualified, four "Success," three I. Pitman, one Graham, one Osgoodby. *Indicates the syllable intensity or average syllables to the word in the matter dictated.

The difficulty of matter is increased by the number of syllables. The best record was that of Mr. Behrin, with but eight errors, in 1913, on an intensity of 1.45. Taking this as a standard, the matter in the 1921 contest was 8.96 per cent more difficult, or was equivalent to 218 words a minute on the basis of 1913. The 1921 matter has the highest intensity of any yet given at this speed. On this test Mr. Schneider made but twelve errors, an accuracy record of 98.8 per cent.

BEST AMERICAN CONTEST RECORDS

Straight Literary Matter at More Than 200 Words a Minute

N. S. R. A. Speed Contests

Name	*System*	*Year*	*Years' Exp.*	*Dict. Speed*	*Errors*	*Net Speed*	*Per Cent Acc'y*
Albert Schneider	Gregg	1921	5	214.8	18	211.2	98.32
Jerome Victory	Osgoodby	1921	8	214.8	21	210.6	98.04
Nathan Behrin	I. Pitman	1914	10	220	47	210.6	95.73
Neale Ransom	Munson	1920	10?	215	29	209.2	97.30
J. F. Daly	I. Pitman	1921	8	214.8	33	208.2	96.92
Nellie Wood Freeman	I. Pitman	1921	30	214.8	33	208.2	96.92

But six different writers have qualified on straight literary matter at speeds beyond two hundred words a minute, and these are led by Mr. Albert Schneider, winner of the 1921 championship, with the highest net speed ever made in matter of this kind in any contest—211.2 net words a minute.

American Speed Contests. Writers of Gregg Shorthand have made brilliant records in these contests, and *without exception* the young *Gregg writers in these contests have had less than half the experience of the least experienced Pitmanic writers.* Experience and the maturer judgment of older writers—the "seasoning" of daily work in court—are factors that count tremendously in contests. The Gregg writers did not have the benefit of this seasoning, and their

efficiency was reduced by nervousness in competing with writers of world-wide reputation.

Fifth International Speed Contest. In the famous Miner Medal Contest (Fifth International Shorthand Speed Contest), held in Washington in 1910, Gregg writers won first, second, and third places. The winner of the contest, Mr. Fred H. Gurtler of Chicago, established a record 23 words a minute faster on solid matter than had been achieved before in these contests. He was awarded the Miner medal permanently. This medal had previously been won twice by Mr. Sidney Godfrey of England, and once by Mr. Clyde Marshall of America.

In this contest a Gregg writer, Mr. Charles L. Swem, who was then but seventeen years of age, also exceeded the previous record by 13 words a minute, and Miss Salome Tarr broke the world's record for accuracy (99.4%) at 140 words a minute, which stood until it was broken the following year by Mr. Swem at the contest of the National Shorthand Reporters' Association at Buffalo, when he established a world's record for accuracy, writing at the rate of 170 words a minute for five minutes with only three errors, 99.16 per cent accuracy. Eighteen contestants took part in the final contest for the Miner Medal—more than double the number in any former contest. Of these, four were writers of Gregg Shorthand and fourteen Pitmanic. Only eight writers qualified with the required degree of accuracy, and among these were the four Gregg writers.

Adams Trophy Contest. In the Adams Trophy Contest of the National Shorthand Reporters' Association at Buffalo in 1911 Mr. Charles L. Swem, then *less than eighteen years of age,* won third place against the most expert writers of the world. The following are the official results:

Name	*Years' Exp.*	*System*	*Errors in 150 Test*	*Errors in 170 Test*	*Errors in 190 Test*	*Errors in 210 Test*	*Errors Total*	*Percentage*
Nellie M. Wood	20	I. Pitman	4	5	2	7	18	99.5
Nathan Behrin*	7	I. Pitman	3	5	8	8	24	99.3
Charles L. Swem	3	Gregg	4	3	8	13	28	99.2
H. E. Anstie	14	B. Pitman	6	16	6	8	36	99
W. B. Bottome**	17	Graham	5	22	3	9	39	98.9
J. D. Carson	6	"Success"	6	18	14	22	60	98.3
Clyde Marshall***	13	"Success"	22	10	27	10	69	98.1
J. B. Faulkner	17	"Success"	28	32	20	23	103	97.2

* 1911 champion. ** 1909 champion. *** 1910 champion.

Note: The 150 and 170 dictations were on straight literary matter; the 190 on jury charge, and the 210 on testimony in which the words "question" and "answer" were neither read nor counted, but transcribed. The "Q's" and "A's" usually comprise 12½ % of the matter. The gross speed in the testimony dictation would, therefore, be 236 words a minute if reckoned on the basis of the championship contests.

The Adams Trophy Contest attracted the most expert writers of the country, as the trophy had been offered for the express purpose of establishing a standard of accuracy in shorthand competitions. Twenty-two of the thirty-five entrants for the contest were present and took part. An analysis of the foregoing table shows some interesting comparisons. On the straight matter (non-legal) tests Mr. Swem led the list with only seven errors. Mr. Behrin was next with eight errors, and Miss Wood third with nine. On these same tests Mr. Marshall made thirty-two errors, Mr. Bottome twenty-seven, Mr. Carson twenty-four errors, and Mr. Anstie twenty-two. On the jury charge at 190 Mr. Swem made eight errors, against Mr. Carson's fourteen and Mr. Marshall's twenty-seven. Even on the court testimony at 210, Swem beat Carson and was only a trifle behind Marshall.

It will be seen that in one or more of the dictations Mr. Swem defeated all of the writers. An examination of the

notes of the 170 matter, in the presence of the chairman of the Speed Contest Committee, disclosed the fact that the three errors made by Mr. Swem were: the substitution of "show" for "saw," "greater" for "great," and "send" for "sent." The outline for the word "great" was written "gr-r," showing that it was a case of mishearing; "sent" was correctly written in copper-plate style, showing that in transcribing his notes Swem inadvertently typed "d" instead of "t." All of these errors occurred in the first minute.

In an editorial for the *Gregg Writer* written just after the contest, we said:

> One moment after the announcement of the results of the shorthand speed contest it was realized by every one present that the last argument against Gregg Shorthand was swept away—swept away decisively and forever. That it was done by the hand and brain of a boy of eighteen rendered it all the more impressive and dramatic.
>
> When skilled reporters and seasoned contestants like Bottome, Marshall, Carson and others ranked lower in the records than Swem, the big audience of reporters was simply dumfounded. One of them jocularly said it was as though a convention of people interested in the perfection of dirigible balloons had been assembled and while they were engaged in discussing methods of standardizing their guy ropes, ballast, equilibrators, huge gas bags, and other paraphernalia, a Wright, a Curtiss, or an Atwood suddenly appeared over their heads, sweeping along gracefully and easily in an airplane at sixty miles an hour!

This editorial was similar in thought to that expressed in a letter recently received from one of the most eminent authorities on Pitman Shorthand—the author of books and articles published by the Pitman firm, which contains the following statement: "Pitman is as far behind Gregg as the gas balloon is to the airplane."

World Shorthand Championship—National Shorthand Reporters' Association Contests. A comparison of the work of Gregg writers with that of writers of other systems in the championship contests will be of interest. Following is a list of all writers who have qualified on the three championship dictations—200 solid matter, 240 jury charge, 280 testimony with the net speed on each dictation:

Name	*System*	*Yrs. Exp.*	*Yr.*	*200 Rate Errors*	*Net*	*240 Rate Errors*	*Net*	*280 Rate Errors*	*Net*	*Avr.*
Nathan Behrin*.....	I. Pit	9	1913	8	198.4	14	237.2	44	271.2	98.3
Albert Schneider**..	Gregg	5	1921	12	198.2	22	236.2	44	269.4	97.93
John F. Daly.....	I. Pit	6	1921	30	194.6	12	238.2	59	266.4	97.25
Jerome Victory*.	Osgoodby	8	1919	15	197	39	234.4	69	267.2	96.8
John D. Carson.	"Success"	7	1912	44	191.2	22	235.6	53	270.8	96.7
Charles L. Swem...	Gregg	4	1912	50	190	39	232.2	64	268.6	95.7
Willard Bottome*.	Graham	17	1911	41	192.2	26	234.8	100	260	95.5
Clyde Marshall*	"Success"	14	1912	42	191.6	60	228	70	267.4	95.3
Nellie Wood***.....	I. Pit	21	1912	85	183	103	219.4	120	257.4	91.5

Note: The figures represent the *best record* of each writer on the three dictations in one contest. The highest record of any writer on individual dictation will be found in tables that follow.

*Former champion. **Present (1921) champion. ***Won the Eagan Cup in championship contests before N. S. R. A. Contests were inaugurated.

The list contains the names of the nine successful Pitmanic contestants out of more than a hundred who have entered the championship contests. Only six Gregg writers have entered the championship contests, of which 33⅓ per cent qualified in all three takes. Placing the number of Pitmanic contestants at 100, only seven, or 7 per cent, have been successful. The total number of writers of all systems that have qualified in one or more of the championship dictations is twenty-one. Five are writers of Gregg Shorthand, nine are writers of "Success," three of Isaac Pitman, two of Munson, one of Graham, and one of Osgoodby. Mr. Swem, who qualified on all three takes in the 1912 contest, was then *only nineteen years of age and made his record four years*

after starting the study of shorthand. Mr. Schneider, who won the championship in 1921, was only 20 years of age.

200 Solid Matter. (*Best Records in the N. S. R. A. Contests.*) For a list of those who have qualified on the 200 solid matter dictations in the National Shorthand Reporters' Association contests see page 21, second tabulation.

240 Jury Charge. (*Best Records in N. S. R. A. Contests.*) Those who have qualified (best records) in this dictation are as follows:

Name	*System*	*Year*	*Years' Exp.*	*Dct. Speed*	*Errors*	*Net Speed*	*Per cent Acc'y*
John F. Daly	I. Pit	1921	6	240.6	12	238.2	99
Clyde Marshall	"Success"	1911	13	240	10	238	99.17
Nathan Behrin	I. Pit	1913	9	240	14	237.2	98.83
Charles L. Swem	Gregg	1911	3	240	15	237	98.75
Neale Ransom	Munson	1921	11?	240.6	21	236.4	98.25
Albert Schneider	Gregg	1921	5	240.6	22	236.2	98.17
Jerome Victory	Osgoodby	1921	12	240.6	24	235.8	98
J. D. Carson	"Success"	1912	6	240	22	235.6	98.17
Willard B. Bottome	Graham	1911	11	240	26	234.8	97.83
Nellie Wood Freeman	I. Pit	1921	30	240.6	38	233	96.84
E. A. Reilender	"Success"	1921	?	240.6	38	233	96.84
Paula Werning	Gregg	1913	4	240	42	231.6	96.5
Leonard W. Meyer	"Success"	1921	?	240.6	49	230.8	95.92
W. A. J. Warnement	"Success"	1921	?	240.6	52	230.2	95.67
L. H. Weisenburger	Gregg	1921	5	240.6	62	229	95

Only fifteen writers have qualified on this test within five per cent limit of errors. In these tables we are giving the *best* record on each test made by each writer.

280 Testimony. (*Best Records in the N. S. R. A. Contests.*) Only twelve writers have qualified in the National Shorthand Reporters' Association contests within the 5 per cent limit of errors, at the speed of 280 words a minute, with the following results:

Name	*System*	*Year*	*Years' Exp.*	*Dict. Speed*	*Errors*	*Net Speed*	*Per cent Acc'y*
Nathan Behrin	I.Pit	1912	8	281.4	17	278	98.79
George D. Ziegler	"Success"	1914	?	280	33	273.4	97.64
Earl Pendell	"Success"	1914	?	280	34	273.2	97.57
J. D. Carson	"Success"	1914	8	280	39	272.2	97.21
Nellie Wood Freeman	I. Pit	1914	23	280	42	271.6	97.00
Albert Schneider	Gregg	1921	5	278.2	44	269.4	96.84
Neale Ransom	Munson	1919	9?	281	56	269.8	96.00
Willard B. Bottome	Graham	1910	10	280.4	57	269	95.93
Charles L. Swem	Gregg	1912	4	281.4	64	268.6	95.45
Clyde Marshall	"Success"	1910	12	280.4	62	268	95.58
Jerome Victory	Osgoodby	1919	10	281	69	267.2	95.10
John F. Daly	I. Pit	1921	6	278.2	59	266.4	95.76

The Southwest Shorthand Reporters' Association Contest, 1920. In the Southwest Shorthand Reporters' Association speed contest held at Denver, 1920, dictations were given at 180 solid matter, 200 counsel's argument to the jury (practically straight matter), and 260 testimony. The following are the results:

Name	*System*	*Net Speed at 180*	*Net Speed at 200*	*Net Speed at 260*	*Average Accuracy.*
Albert Schneider*	Gregg	177.4	196.2	252	97.86
J. F. Daly	I. Pit	177	198.4	246.4	97.43
W. B. Bottome	Graham	174.4	194.4	237.2	96.38
E. A. Reilender	"Success"	178.4	194.4	236.4	96.41
W. A. J. Warnement	"Success"	168.8	193.8	246.8	95.16
Jerome Victory	Osgoodby	....	194.4	244.6	....
Neale Ransom	Munson	....	195.6	242.2	....
L. H. Weisenburger	Gregg	....	193.4	....	....
R. McRae	?	....	188.4	....	....
W. F. Smart	I. Pit	....	189.6	....	....
Mettje Middaugh	"Success"	....	193	....	....
T. J. McCarthy	"Success"	....	190.2	....	....
J. E. McGinness	?	....	185.8	237	....

* Mr. Schneider was but nineteen years of age at the time of this contest.

The contest was open to all writers and there were about fifty entries, but only Southwest writers were eligible to win prizes. Other writers, however, were entitled to whatever official records they made. None of the Southwest writers qualified on all three dictations at 95 per cent. Only two writers, Albert Schneider and W. B. Bottome, qualified on all three dictations. Mr. Albert Schneider, a writer of Gregg Shorthand, made the highest average record of 97.86. It will be seen from the table above that five writers made average accuracy records of more than 95 per cent, but under the rules of the National Shorthand Reporters' Association all but Mr. Schneider and Mr. Bottome would have been disqualified owing to their failure to obtain at least 95 per cent accuracy on each individual dictation. Another Gregg writer, Mr. L. H. Weisenburger, official court reporter of Storm Lake, Iowa, made a record of 193.4 net words a minute on the 200 dictation.

Following is a comparison of Mr. Schneider's and Mr. Bottome's achievements in this contest:

	260 Speed		*200 Speed*		*180 Speed*			
Name	*Err.*	*Net Speed*	*Err.*	*Net Speed*	*Err.*	*Net Speed*	*Tot. Err.*	*Avg. Acc'y*
Albert Schneider....	40	252.2	19	196.2	13	177.4	72	97.86
Willard B. Bottome	64	247.2	28	194.4	28	174.4	120	96.38

Gregg Writer Wins World Championship. In the speed contest of the National Shorthand Reporters' Association at Niagara Falls, Canada, August 25, 1921, Mr. Albert Schneider, a writer of Gregg Shorthand, won first place in speed and accuracy, defeating three former champions—Mr. Williard B. Bottome (1909 champion), Mrs. Nellie Wood Freeman (Eagan Cup champion), and Mr. Jerome Victory (1919 champion). Mr. Schneider, who was but twenty years of age at the time of the contest, is the

youngest and least experienced writer to win the championship title and trophy. Only two writers out of a field of twenty-three contestants were able to qualify on all three dictations with the required accuracy of 95 per cent or better. The following is a tabulation of the results in the official report on the three five-minute dictations at 200, 240, and 280 words a minute:

200 WORDS A MINUTE—STRAIGHT LITERARY MATTER

Name	*System*	*Words Dict.*	*Err.*	*Net Words*	*Net Speed*	*Per ct. Acc'y*
Albert Schneider	Gregg	1003	12	991	198.2	98.8
John F. Daly	I. Pit	1003	30	973	194.6	97.0

240 WORDS A MINUTE—JUDGE'S CHARGE TO THE JURY

John F. Daly	I. Pit	1203	12	1191	238.2	99.00
Neale Ransom	Munson	1203	21	1182	236.4	98.25
Albert Schneider	Gregg	1203	22	1181	236 2	98.17
Jerome Victory	Osgoodby	1203	24	1179	235.8	98.00
Nellie Wood Freeman	I. Pit	1203	38	1165	233	96.84
E. A. Reilender	"Success"	1203	38	1165	233	96.84
Willard B. Bottome	Graham	1203	44	1159	231.8	96.34
Leonard W. Meyer	"Success"	1203	49	1154	230.8	95.92
W. A. J. Warnement	"Success"	1203	52	1151	230.2	95.67
L. H. Weisenburger	Gregg	1203	62	1141	229	95.00

280 WORDS A MINUTE—TESTIMONY

Albert Schneider	Gregg	1391	44	1347	269.4	96.84
John F. Daly	I. Pit	1391	59	1332	266.4	95.76
Neale Ransom	Munson	1391	61	1330	266	95.61

Mr. Schneider's and Mr. Daly's Work Compared. Mr. Schneider and Mr. Daly were the only writers to qualify with 95 per cent accuracy or better on all three of the championship dictations. The following is a comparison of their work:

Name	200 Speed Net Err. Speed	240 Speed Net Err. Speed	280 Speed Net Err. Speed	Tot. Err.	Avg. Acc'y
Albert Schneider	12 198.2	22 236.2	44 269.4	78	97.93
J. F. Daly	30 194.6	12 238.2	59 266.4	101	97.25

Schneider Breaks World Records. In addition to the three dictations for the title of World Champion and the trophy, dictations were given for speeds of 150, 175, 215 on straight literary matter. After transcribing the three championship dictations, Mr. Schneider found he still had one hour and thirty-five minutes of his time left. He then transcribed the 215 straight literary matter in one hour, and the 175 straight literary matter dictation in twenty-five minutes. On both of these he established new world records, making a net speed of 211.2 words a minute on the 215 matter and an accuracy of 98.32—the highest net speed ever achieved on matter of this kind—and tied with Mr. Willard B. Bottome (champion of 1909), official court stenographer, New York Supreme Court, New York City, on the 175-word-a-minute matter, making but three errors.

Following is a tabulation of the details:

WORLD RECORD AT 175 WORDS A MINUTE

Name	Words Dict.	Errors	Net Words Per Min.	Accuracy
Albert Schneider	873	3	174	99.66
W. B. Bottome	873	3	174	99.66
E. A. Reilender	873	7	173.2	99.20
W. A. J. Warnement	873	7	173.2	99.20

WORLD RECORD AT 215 WORDS A MINUTE

Name	Words Dict.	Errors	Net Speed	Accuracy
Albert Schneider	1074	18	211.2	98.32
Jerome Victory	1074	21	210.6	98.04
J. F. Daly	1074	33	208.2	96.92
Nellie Wood Freeman	1074	33	208.2	96.92

Eastern Commercial Teachers' Association Contests. Before the National Shorthand Reporters' Association inaugurated the championship contests, there had been held a series of championship contests under the auspices of the Eastern Commercial Teachers' Association. One of the series was for the Eagan Cup and was open to all writers without regard to experience. The second series was for the Miner Medal and was open to writers who had begun the study of shorthand not more than ten years previous to any given contest. As the Eagan Cup contests were not based on a definite standard rate of speed and the methods of rating errors varied from year to year, it is difficult to make any comparison with the speeds made in the National Shorthand Reporters' Association contests; consequently they have not been treated extensively. The Eagan Cup was won three times by Miss Nellie Wood, official court reporter of Boston, who became its permanent possessor. The Miner Medal was won permanently in the final contest for this trophy by Mr. Fred H. Gurtler, a writer of Gregg Shorthand. The National Shorthand Reporters' Association, after the contest in 1909, standardized the rates of speed and the method of deducting for errors, and the results in these contests are now recognized as the only authoritative

The Miner Medal won by Fred H. Gurtler, 1910

records, made in contests open to writers of all systems, and not limited to members of a particular organization.

British Junior Championship, London, 1912. In the British Junior Championship Contest held in London in 1912 Mr. Ernest W. Crockett, the only writer of Gregg Shorthand in this contest, won the championship cup in competition with twenty-four writers of Isaac Pitman shorthand. The contest consisted of a five-minute dictation on business letters at the rate of 100 words a minute, and a five-minute dictation of newspaper matter at the rate of 125 words a minute. Mr. Crockett's transcripts showed an average of more than 99 per cent perfect. The contest was conducted by a committee of teachers, the chairman being Mr. E. O. Cope, the well-known Pitman teacher and examiner for Isaac Pitman & Sons.

Dubious Records in Shorthand. Claims of extraordinary records of speed have been associated with the writing of shorthand almost since the art came into general use. Many of these claims in the early history of modern shorthand went unchallenged because of ignorance about what the expert writer could actually do. It is rather strange at this late date, however, since the speed contests of the National Shorthand Reporters' Association have been inaugurated, to find occasional attempts to create questionable records.

The Alleged "300-Word-a-Minute Record." The most glaring of these speed claims was the alleged record of Herman J. Stich, made at a meeting of the Isaac Pitman Shorthand Writers' Association in New York City, January 19, 1919. Mr. Stich was credited with writing 300 words a minute for five minutes, with an accuracy of 99.9 per cent.

A paper read at the 1919 meeting of the National Shorthand Reporters' Association by Mr. William F. Smart,

Chairman of the Committee on Ethics (and who is a writer of Isaac Pitman Shorthand), gave a compact statement of the facts in connection with the alleged record. Mr. Smart said:

> Recently the shorthand world was startled by the announcement in certain interested journals of a new record in shorthand and a new "champion" at 300 words a minute. Reverting to the alleged 300-word-a-minute record—at first sight this seems to be the case of Trotsky out-trotted, Dr. Cook out-cooked, and Bob Tailor out-stitched.
>
> The man who read the test matter to the "champion," Mr. Van Gelder, his friend, who is now a reporter in the District Claims Board of the War Department, and this has been confirmed in other directions, told me on June 3 as follows:
>
> 1. Over 50 Q's and A's per minute were inserted in the test matter. These Q's and A's were not even read or written by the "champion." The matter was extremely easy testimony and "such as could be written at that speed."
>
> 2. Only the writers of one shorthand system were allowed to enter.
>
> 3. The contest was not advertised as "the shorthand championship of the world," but as a contest for boys at school.
>
> 4. There were no other competitors allowed to be present. Competitors of other systems of shorthand had their applications returned, and when they presented themselves for examination were not allowed to take it.
>
> 5. There was no newspaper reporter present. This "record" and its story was telephoned by the "champion's" wife to the newspapers. It was no public exhibition and past champions were not invited to enter.
>
> It would be interesting to know how anyone can be a "champion" when he has no opponent and how 300 words a minute can be written when not more than 250 words a minute were dictated.
>
> This "advertising record" is boosted by certain interested journals as made by the "Champion Shorthand Writer of the World." "Record 300 words a minute for five consecutive minutes with 99.9 percentage of accuracy." "Shorthand Record Five Words a Second." "World's Champion High Speed Shorthand Writer and International Authority on the Subject."

Mr. Smart's exposé of the "record" thoroughly discredited it. Notwithstanding this, the English edition of *Pitman's Journal* gave an account of the contest and stated: "In the meantime, it should be noted that the contest was *open to all.*" Mr. Stich's "record" was used extensively in the advertising of the publishers of Isaac Pitman Shorthand.

Two-Minute Records. During the luncheon intermission of the New York State Shorthand Reporters' Association, December, 1919, a two-minute speed contest was staged by a number of New York reporters merely as a "sporting proposition," as it was termed, for those who wished to enter it, which bordered closely on the type of "contest" just described. The dictation was of the type of "Q's" and "A's" *counted but not read.* The dictation was for two minutes only. Enough said! Nevertheless, the publishers of Isaac Pitman Shorthand immediately "told the world" through the medium of advertising that a new world record of 322 words a minute had been established, disregarding the fact that the dictation was, if timed correctly, about fifty words a minute less than that, and also the fact that a "record" of 422 words a minute had been claimed by a well-known shorthand writer 26 years previously!

Handicap Contest, 1920. This contest was held under precisely the same circumstances as the two-minute contest just described. It differed from the preceding one in that the length of the "dictation" was increased to five minutes and that each contestant, except Mr. Behrin, was conceded a handicap based on his best National Shorthand Reporters' Association speed contest record.

The 280 test was dictated by four readers, the whole proceedings being as closely as possible a duplicate of a

scene in court. *The questions and answers were not read, but were counted in the total.* Mr. Behrin's record on the 280 word-a-minute dictation in this contest was advertised by the publishers of the system he uses as a "world's record," regardless of the fact that the matter was actually dictated at 246.4 words a minute! The results as presented by Mr. Henry Sanders in the *Stenographer and Phonographic World* for February, 1921, are given for what they are worth:

	240 Dict.	*280 Dict.*
1. Nathan Behrin	239.8	279.4
2. Neale Ransom	238.8	277.9
3. W. B. Bottome	238.8	274.3

As will be seen from the statement above that the questions and answers were omitted in the reading but counted, a revision of the figures on the "280" testimony test shows the following results:

	280 Dict. Actual Speed
1. Nathan Behrin	246.4
2. Neale Ransom	240.4
3. W. B. Bottome	235.8

The *best* records of these writers in the contests of the National Shorthand Reporters' Association on these two kinds of matter are as follows:

	240		*280*	
	Err.	*Net Speed*	*Err.*	*Net Speed*
Nathan Behrin	14	237.2	17	278
Neale Ransom	21	236.4	56	269.8
W. B. Bottome	26	234.8	57	269

Gregg Shorthand Superior for Reporting. An analysis of the figures given in the foregoing results of speed contests shows conclusively that so far as speed and accuracy are concerned Gregg Shorthand is vastly superior to Pitmanic shorthand. When the further fact is considered that the experience of the Gregg writers was less than half that of the least experienced of the Pitman writers, the

superiority of Gregg Shorthand is all the more striking. Moreover, the Gregg writers have reached the high speeds indicated in the contests in less than half the time required by Pitmanic writers. The speed possibilities of the system have not by any means been tested to their limit. This is especially true of court testimony, for with the exception of Mr. Gurtler, none of the Gregg writers have had sufficient experience—some of them none at all—in this line of work to develop the special ability required for the ultimate speed. This highly specialized ability is something that is entirely outside the question of the system of shorthand. It involves the training of the hearing and of the mind to understand spoken words at the speeds required in the contests, and the development of automatic reactions and the concentration that are common to all systems of shorthand where high speed is concerned. It is ability that is only acquired after long experience in actual reporting where decisions must be promptly made.

Pitmanic shorthand, on the other hand, has had thousands of experienced reporters to draw from and hundreds have taken part in the contests. Only a few Gregg writers have entered the contests, but almost without exception they have made records equal to or superior to the best records made by Pitmanic writers, and in the 1921 championship which he won, Mr. Albert Schneider, twenty years of age, defeated three former champions and many of the best writers of the country.

Gregg Shorthand has established the fact in the contests that it has much greater speed possibilities, and therefore greater reporting power, than any system in existence. And its speed possibilities in the reporting field have not by any means been reached.

N. S. R. A. SPEED CERTIFICATES AWARDED TO GREGG WRITERS

Name	*Kind of Matter*	*Dict. Speed*	*Net Speed*
Albert Schneider	Testimony	280	269.4
Charles L. Swem	Testimony	280	268.6
Charles L. Swem	Jury Charge	240	237
Albert Schneider	Jury Charge	240	236.2
Charles L. Swem	Jury Charge	240	232.2
Paula Werning	Jury Charge	240	231.6
L. H. Weisenburger	Jury Charge	240	229
Albert Schneider	Straight Matter	215	211.2*
Charles L. Swem	Testimony**	210	207.4
Paula Werning	Testimony**	210	206
Salome Tarr	Testimony**	210	205
Albert Schneider	Straight Matter	200	198.2
Albert Schneider	Straight Matter	200	197.2
Paula Werning	Straight Matter	200	194.6
Frederick H. Gurtler	Straight Matter	200	193.2
Charles L. Swem	Straight Matter	200	192.4
Albert Schneider	Straight Matter	200	190
Charles L. Swem	Jury Charge	190	188.4
Salome Tarr	Jury Charge	190	181
Albert Schneider	Straight Matter	175	174*
Albert Schneider	Straight Matter	175	172.2
Helen W. Evans	Straight Matter	175	171.6
L. H. Weisenburger	Straight Matter	175	171.2
L. H. Weisenburger	Straight Matter	175	171
Charles L. Swem	Straight Matter	170	169.4*
J. A. Butler	Straight Matter	175	166.8
L. H. Weisenburger	Straight Matter	151	150.2
Charles L. Swem	Straight Matter	150	149.2
L. H. Weisenburger	Straight Matter	150	148.8
Joseph M. Shaffer	Straight Matter	150	148.6
Urina Roberts†	Straight Matter	150	148.2
Martin J. Dupraw†	Straight Matter	150	148
Helen W. Evans	Straight Matter	150	147.8
James E. Broadwater†	Straight Matter	150	147.4
Mrs. C. S. Miller	Straight Matter	150	147.2
Paula Werning	Straight Matter	150	146
Kenneth L. Polley†	Straight Matter	150	144.4
Ruth Hart†	Straight Matter	150	143.2

*World record. †Amateur.

**Questions and answers read *but not counted;* on the present system of rating, the speed would have been 236.

FOUNDATIONS OF REPORTING SKILL

EXPERT reporting is a profession that brings into play a multitude of abilities.

The most important ability of a reporter, naturally, is his skill in the technical field of shorthand writing. That is fundamental and around it cluster all the other qualifications that go to make up an expert. Even this term, "skill in shorthand writing," is of broad application in the profession, for it connotes not only ability to write shorthand superlatively well from the viewpoint of theory, but also skill in applying all the time-saving expedients that the advancement of the art has developed in the system.

These may be grouped conveniently under the head of "Technique in Writing," and embrace such questions as familiarity with the system; the ability to apply the word-building principles correctly and swiftly to new words; a mastery of the phrasing of the system; the tools of the reporter; the posture in writing; position of hands, arms, and body; quality of notes; application of efficiency principles in writing; economy of effort and movement in writing; accuracy of style; systematic methods of practice; etc. For the benefit of the student-reporter who is preparing to enter the professional ranks these will be discussed briefly.

Knowledge of the System. The first thing for the student-reporter to consider is his knowledge of the system, for that is the keystone in the arch of the reporting structure. The first question to ask yourself is, "Can I, with approximate accuracy every time, construct from principle, a good, workable outline for any word I am called upon to write?"

The second is, "Do I know the wordsigns and phrases of the textbook so thoroughly that I can recall them without conscious effort?" The third is, "Do I possess a good working vocabulary that will embrace ninety per cent of the words I shall hear?" This last question is not so ominous as it sounds, for if you have a perfect knowledge of the wordsigns of the system, you can write at least sixty per cent of the words you will hear. And finally, "Have I so mastered the movement of shorthand writing that my execution, even under stress of a speed that pushes me to the limit, is such that my notes are still reasonably easy to read?"

Unless the answers to these questions can be given definitely and decisively in the affirmative, more work will be necessary in acquiring the elementary principles of the system. It does not follow that the reporting student must be able to answer these questions before starting on his practice to become a reporter, but he should keep in mind that this preliminary work is an essential in the foundation of reporting skill. He should begin at once systematically to strengthen any weaknesses he may discover in this direction. Constant effort should be directed to perfecting a knowledge of the system, but this can be carried on simultaneously with a study of reporting principles.

How to Improve Your Knowledge of the System. Without knowing what your weaknesses are it is impossible to set about strengthening them. Therefore, the first thing to be determined is, how well you know the application of the principles of the system. The tests given in the following pages will help you to ascertain this. When you have worked out the tests and checked them up, you can follow the suggestions made for improving your knowledge of the various features on which your test showed weakness.

Test 1. *Wordsigns.* Have someone dictate the entire list of wordsigns and contractions in the *Manual* at a uniform rate of sixty words a minute. Check these with the textbook, marking the incorrect signs and inserting the ones omitted. This examination will enable you to find out what wordsigns you can recall instantly. You can then concentrate effort on the mastery of the ones you do not know.

The wordsigns have not truly been mastered until the writer knows all the various modifications of each word. He should get a command not only of the past tense forms given on page 59 of *Gregg Speed Studies*, but also of the wordsign derivatives given on pages 135, 136, 137, 138, 139. Many writers will find that they can recall wordsigns with the greatest ease, but when some modification appears, they are unable to handle it. It is simple enough to write "accept," but when we encounter the word "unacceptable," a new problem arises unless we are familiar with the derivatives. A study of the key to the list of wordsign derivatives given on pages 139, 140, 141, of *Gregg Speed Studies* will make the necessity for learning the derivatives perfectly clear, for it shows the various modifications of the root words.

There is a point in connection with wordsigns that should be emphasized. Being written mostly with one- or two-character forms, the writer is apt to grow careless in executing them, merely because they seem so simple both in movement and in form. Because the wordsigns and common contractions comprise more than sixty per cent of all words written, the importance of writing them *accurately* is obvious. The recurrence of many badly executed forms on any piece of matter renders the notes illegible. In practicing them to acquire skill in execution, the attention should be focused on

the movements required, for if the movements are correct, the results will be correct. Writing shorthand rapidly and accurately is a mere matter of mastering movement. Many writers do not understand that, and apply themselves to trying to secure correct pictures of forms on paper without considering the movements involved in the process.

Test 2. *Phrases.* Follow the method outlined above for wordsigns, except that the dictation should be at the rate of 30 phrases a minute. Check these carefully with the *Manual*, and make up a correct list of those that you wrote incorrectly for special study and practice.

Some experienced reporters make it a rule to have the wordsigns and phrasesigns dictated to them regularly.

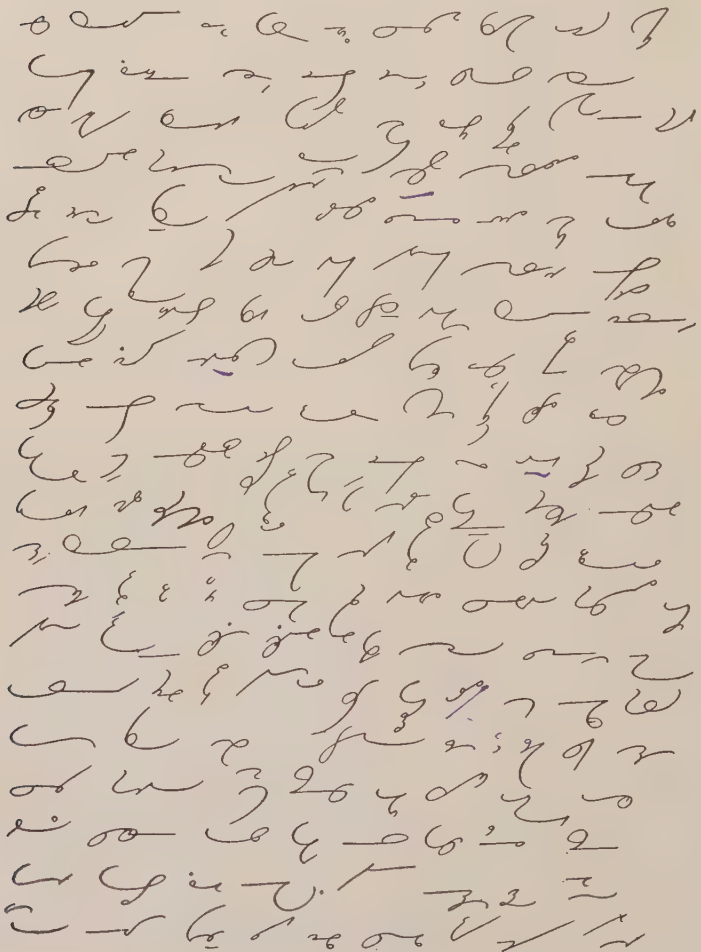
Test 3. *Transcribing into Shorthand.* Test yourself on your ability to put into correct shorthand some rather difficult literary matter. The keys of any of our reading books, such as "The Art of Making a Speech," "Advanced Practice in Gregg Shorthand," "The Gregg Shorthand Reader," or the shorthand plates of the *Gregg Writer*, will furnish suitable material for this. Read from the printed page about 1,000 words and translate the matter simultaneously into the best shorthand you can write at a rate of speed that allows you to write accurately. Then compare your notes with the shorthand in the reading book, checking all errors as you did in comparing the wordsigns with the *Manual.* In reading the matter encircle every word which gives you any difficulty at all. Ninety-five per cent of the notes written in this way should check correctly with the shorthand plates. Variations from the plate matter will show that you must give some attention to reviewing the principles of the system. This can be done through the medium of *Gregg Speed Studies* and the *Manual.*

Test 4. *Dictation.* Have some one dictate a passage of 1,000 words from one of the keys to the reading books. Compare your notes with the shorthand plates in the corresponding reader and encircle all outlines that are incorrectly formed from the viewpoint of theory. The comparison with the shorthand plates will show any discrepancies or errors, and from this you can determine what your weak spots are in the application of the theory principles.

Test 5. *Word Building Principles.* Have some one dictate the following list of 250 words which bring into use all the principles in the *Manual.* These should be dictated at about 50 words a minute. After the dictation is completed compare your outlines critically with the key and check up all errors. Deduct four-tenths of one per cent for each error.

Namely, allotment, earnings, prank, insultingly, admittance, pardonable, resound, dangerous, plunge, heroism, kingship, submissive, scarcity, outlay, careless, thine, torpid, salutation, broadest, comparative, erasure, cheerfulness, temperamental, foundation, mildness, frugality, electric, catastrophe, gratuity, misrepresent, expanse, successor, bewail, deducted, alternately, economy, unworthy, computation, literacy, beginner, congeal, vote, sour, trudge, discourage, granulated, majestically, foretaste, prevent, ostracize, partition, entirely, pathway, tropic, alum, unarmed, promise, hunted, nutritive, leaders, bequest, ornate, surgeon, captivity, fanciful, massive, collector, sling, difficulty, self-justification, piety, surname, perplex, influenced, materialize, starvation, combination, submerge, younger, thrush, forfeit, accident, politician, watery, festivity, observatory, transpose, canteen, perform, forecast, mattress, considered, alignment, agriculture, embody, condition, asbestos, intelligent, sofa, auxiliary, gust, specify, also, overshoe, ample, feebleness, trustworthy, admixture, fraternity, refuse, describe, supplemental, whiten, whiteness, patient, gull, economical, inflict, lament, fullness, exposition, directory, pave, proficiency, thirty, question, empire, frantic, progress, jail, capable, paternal, execute, circus, establish, attach, constant, amid, fruitless, constructive, aftermath, repute, arduous, reflection, require, telegraph, acquirement, likely, property, mail, proud, extremely, assume, practice, playfully, herself, impending, dome, music, ulcer, instructor, self-control, modern, bequeath, edition, uneasy, accuracy, speed, instead, distracted.

Key to Test 5



Keep the Principles Fresh in Mind. Many of the principles of the textbook are of infrequent use, but are important. To keep the principles fresh in mind make up a list of the *most frequently recurring* words under each principle and occasionally have these dictated. This will serve to keep the principles fresh in mind, and the words thus learned will form a nucleus for other words coming under the principles. To make this list and its purpose more effective add one or two words under each principle each time you practice it. Of course there will be a limit to this under certain principles, but the general effect will be to increase your vocabulary as well as your knowledge of the principles.

The Reporter's Tools. Speed and accuracy in shorthand is too important an art to acquire to handicap oneself by using tools that are not adapted to the work. The selection of the materials the reporter works with should be made with just as much care as he gives to the selection of shorthand outlines which eventually become a part of his very being. It is assumed that all reporters naturally will use a pen for their work, since it has obvious advantages over the pencil. In the first place it gives a clean-cut, definite character, which increases accuracy and saves the strain on the eyes in reading the notes. Pen-written notes are usually more compact and naturally this effect of orderliness influences all the work of the writer beneficially.

The selection of the pen should be made only after careful experiment. There are a number of excellent fountain pens on the market, any one of which will meet the requirements of reporting. The kind of pen is a matter of individual preference. The pen point should be flexible and smooth. The ink should flow freely and positively. A medium fine point is best for the average writer. It is not

desirable to have too fine a point, as this requires a delicacy of touch that is not possessed by many. A moderately heavy line also promotes ease of reading, since it does not involve a strain on the eyesight. Before making a selection it is well to test the pen with some phrases and words that can be written with extreme speed; as, for example, "we have been," "human race," "in due time," "it might have been"—or other phrases that require a long rapid stroke in the direction of the line of writing. This is to test the pen for its capacity to feed the ink rapidly and perfectly.

Other points in connection with the pen are its balance, the amount of ink it will hold, its "feel" in the hand, the length of the part of the pen below the grip, and so on. In writing it is desirable to leave the point-protecting cap off entirely, as this when placed on the other end of the pen tends to make it top heavy. Especially is this true when the cap is provided with a clip. It would be well to obtain the privilege of trying a pen for a time before making a final selection.

Some writers prefer a dip pen. The only disadvantage of this is the necessity of carrying around an inkwell, and the loss of time in "dipping." Some writers, however, find that they cannot manage a pen successfully and such, naturally, will use a pencil. If a pencil is used, it should be of medium hardness—just soft enough to give a definite line. Of course the reporter who uses pencils will provide himself with a number properly sharpened, for as soon as the point dulls, the lines thicken and the notes become increasingly inaccurate.

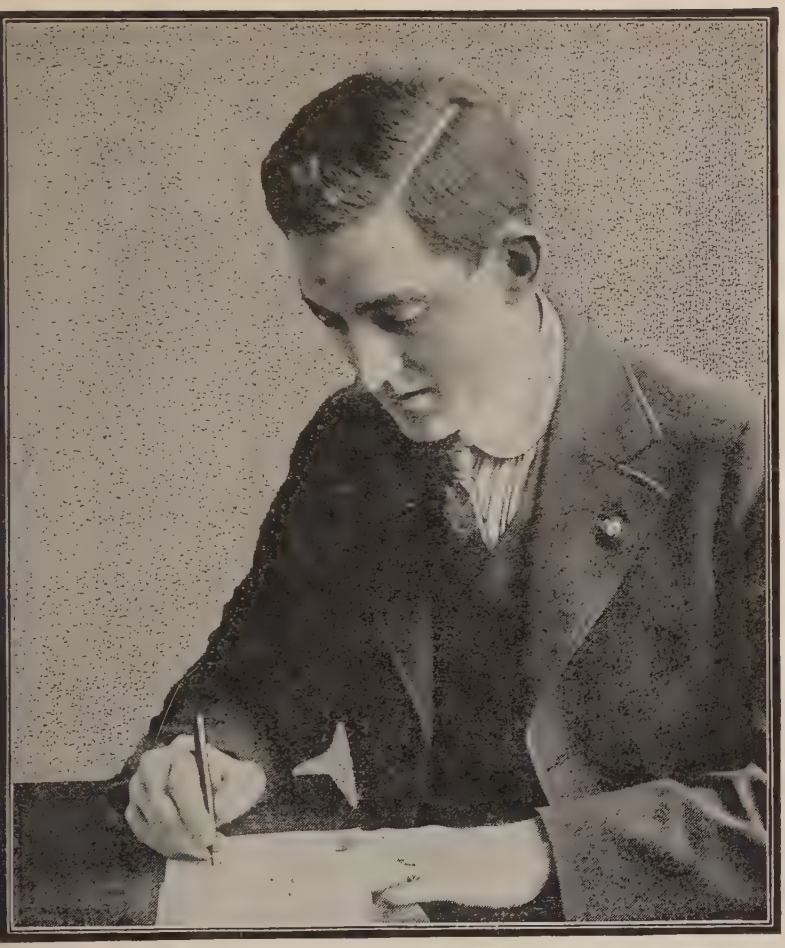
The Notebook. It is very important to select a notebook that has a smooth surface, adapted to the pen or pencil used. It should be such as to allow you to use a light touch

and should be free from imperfections of texture. The size generally used is six by nine inches. The lines preferably should be one-third of an inch apart, as this narrow spacing tends to develop a more compact style of writing. The notebook should be ruled with vertical lines to indicate questions, answers, counsel, and court. The Gregg reporting notebook is ruled properly for this purpose.

Posture. The position of the writer at the table has a vital bearing on the ease with which he performs his work and should therefore receive careful consideration at the outset, so that correct habits may be established. In the teaching of penmanship great emphasis is placed upon posture. Posture becomes of even greater importance in shorthand writing, for shorthand not only must be written correctly, but to be practical for reporting it must be written rapidly. Moreover, the shorthand reporter often is required to write at a high rate of speed for long periods of time. Sustained effort thus becomes a necessity. An analysis of the posture and a study of the technique of the best writers shows that a majority of them sit squarely in front of the table, with both forearms resting on it. The notebook or paper is placed on a line with the right forearm, so that the hand can be moved along the line of writing without shifting the arm. The body is bent from the hips. In no case does the writer "slump" over his work with the shoulders pressed forward, but the chest is expanded to permit of free breathing. The writer should not sit so near the table that his body presses against it. The feet should be planted firmly on the floor. The habit of twisting the feet around the legs of the chair, and other similar nervous habits, should be avoided, as they reduce efficiency. When the body is bent slightly forward, a little weight will be resting

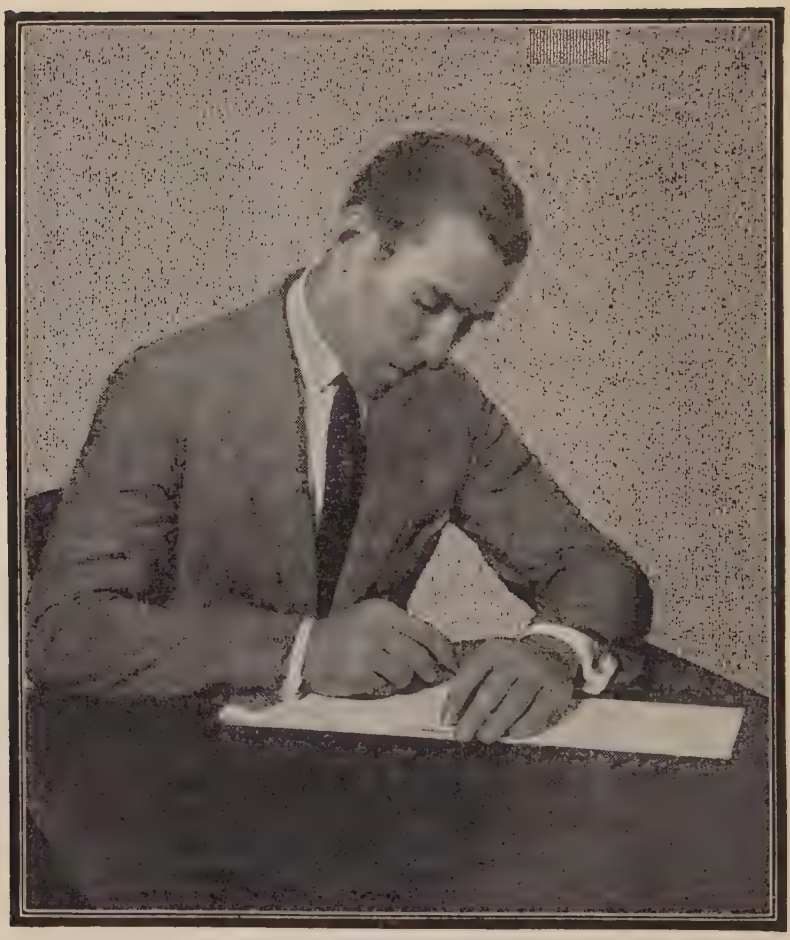
CHARLES L. SWEM

THE WRITING POSITION OF MR. CHARLES L. SWEM, FOR EIGHT YEARS OFFICIAL REPORTER TO WOODROW WILSON, PRESIDENT OF THE UNITED STATES. MR. SWEM REPORTED THE PEACE CONFERENCE IN PARIS FOR THE PRESIDENT



FREDERICK H. GURTLER

THE WRITING POSITION OF MR. FREDERICK H. GURTLER, COURT AND CONVENTION REPORTER, EX-VICE-PRESIDENT OF THE NATIONAL SHORTHAND REPORTERS' ASSOCIATION, AND WINNER OF THE FAMOUS MINER MEDAL



ALBERT SCHNEIDER

THE WRITING POSITION OF MR. ALBERT SCHNEIDER, WINNER OF THE 1921 CHAMPIONSHIP

on the elbows and forearms. The back should be straight from the hips to the shoulders. As the weight of the forearm is carried by the heavy muscles of the arm, the movements of the hand, wrist, and fingers can be executed with the minimum of effort. The wrist should never rest on the notebook but should be held clear to secure the maximum of flexibility. The writer should endeavor to secure a comfortable posture and one void of rigidity and inflexibility. It does not follow that a comfortable position is a correct one. Through habit you may have accustomed yourself to a very awkward position. Consequently it would be well to check up all these features and decide after trial which is the best posture for you to assume in writing.

Position of the Hand and Arm. The position of the right hand and arm is of just as great importance as is that of the body. Study particularly the slant of the pen, the position of fingers, and the method of grasping the pen. The hand and the arm must have the maximum of flexibility and freedom. Since the best writers of shorthand make use of the muscular movement, and this method has everything in its favor, it should be cultivated from the very beginning of the study of the art.

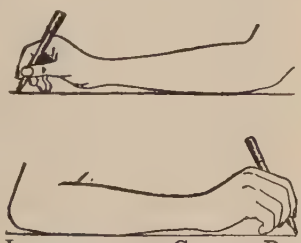


ILLUSTRATION OF CORRECT POSITION OF HAND AND ARM

The large muscles of the arm are much more capable of sustained effort than are the muscles of the fingers; but unfortunately they cannot be trained to as high a degree of nicety of movement as can those of the fingers. A study of the writing movements of the most rapid writers shows that both finger and wrist move-

ments are used. The best results can be obtained when a judicious blending of these movements is employed. As an illustration: such characters as *p, b, f, v* can be executed much more quickly if the downward sweep is a combination of arm and finger movement. The circles and hooks can also be executed with greater speed if the finger movement is combined with arm and wrist movement.

Keep the wrist and ball of the hand from touching the paper or the desk, but the whole forearm from the elbow to the wrist should rest on the table. With the second, third, and fourth fingers turned in, the hand will be in a position to glide easily on the nails of these fingers.

Hold the pen with just enough pressure to give you command of it, but do not grip it so firmly and tenaciously that all flexibility of movement is destroyed.

In all arts, "form" or "technique" is of vast importance. Study the work of the violinist, the pianist, the golfer, the billiard player, the tennis player, and it will be seen that the experts have acquired a certain grace of form, an art in execution that at once appeals to us because of its obvious effectiveness. The acquirement of a masterly technique in any art or game is the result of a careful study of sound basic principles, followed by intense, concentrated effort over a long period of time.

Correct Habits. Correct habits are very important. The late Professor James of Harvard University laid down some maxims that should be deeply imbedded in the consciousness of every shorthand writer. They are especially applicable during the plastic state—during the time the learning process is going on. He says: "Could the young but realize how soon they will become mere walking bundles of habits, they would give more heed to their conduct. We are spinning our fates, good or evil, never to be undone."

"The great thing in all education," he continues, "is to make our nervous system our ally instead of our enemy. We must make automatic and habitual as many useful actions as we can and guard against growing into ways that are likely to be a disadvantage to us. The more of the details of our daily life we can hand over to *the effortless custody of automatism*, the more our higher powers of mind will be set free for their own proper work."

The three rules he gives for acquiring habits are:

"1. In the acquisition of a new habit or leaving off an old one, we must take care to launch ourselves with as strong and decided an initiative as possible.

"2. Never suffer an exception to occur till a new habit is rooted in your life.

"3. Seize the very first opportunity to act on every resolution you make and on every emotional prompting you may experience in the direction of habits you aspire to attain."

Shorthand is distinctly a habit-forming study; in fact, that is what all our energies are bent toward in learning it —to make the application of the theoretical principles automatic as soon as possible. Each step in the study of the technique of shorthand should be studied with great care, and the advantages or disadvantages of any particular question analyzed before a decision is made. One of the greatest sources of inefficiency in writing shorthand is a failure to observe the important part that the economy of movement plays in both speed and accuracy. The fewer movements we make in writing a given piece of matter in a given time, the more time, naturally, we shall have for each movement, but as the ability to write shorthand is best expressed in the highest speed compatible with accuracy (and sometimes accuracy itself must be sacrificed in reporting to get the words down at all), the effort of the writer should be directed toward developing his speed to the limit of his executional power. Even the executional power may be developed greatly. The writer should guard against getting into a rut. The limit we set for ourselves today may be

exceeded tomorrow. In other words, *the standard for testing the value of a movement in shorthand is not the accuracy of form produced, but the speed with which the movement can be made with a recognizable form as a result.*

To make the illustration concrete. Suppose you are trying to develop speed in executing the phrase "at the earliest possible moment." Your standard should not be merely the ability to write a compact, artistic, well-shaped form, but to get down on paper an instantly recognizable form with the least loss of time in execution. There is a decided distinction between writing a correct form and writing it in the most economical way. With the right attitude of mind toward the subject, you will find upon a little practice that it is practically as *easy to execute an approximately accurate form at a high speed as it is to execute it at a low speed.* It is largely a psychological question. We oftentimes place limitations upon ourselves that are not justified by our natural ability. Fairly deliberate movements are necessary initially in constructing a new phrase for the purpose of analysis, but these should give way to swifter movements as soon as possible.

Shorthand Penmanship and Execution. The value of shorthand penmanship drills is very often not fully appreciated by the young reporter. Proper technique of execution is fundamental. As has been mentioned before, shorthand characters are the result of movement, and unless the movement is correct, the result will not be satisfactory. Consequently, the writer ambitious to become a reporter should give some serious thought and effort to the perfecting of his shorthand penmanship.

A study of the system will show that there are comparatively few simple elementary characters and that all shorthand writing is simply a repetition of these in various com-

binations. If the elementary movements are mastered and are built into a comprehensive vocabulary of words of everyday utility, the problem will be largely solved, for the application of the movements to the writer's vocabulary will comprehend most of the combinations and its influence will carry over to new words. It will be only occasionally that he will encounter a word which requires a new combination.

The first thing to be accomplished is a mastery of the elementary movements. There is an art in executing even the simple one-movement characters, such as the word-signs *is, can, have, put,* etc. To most writers it will be a surprising revelation to examine critically a page of notes that they have taken from dictation and to note the variation in such simple characters as these, for most writers are satisfied if they can *read* what they have written with the aid of context without considering the intrinsic merit of individual forms. Such variations occur mainly on account of lack of proper training in executing the simple movements. The student preparing for reporting should make a careful study of the following books, and should practice the drills contained in them until the matter of execution is well in hand: *Practical Drills in Shorthand Penmanship, Lessons in Shorthand Penmanship,* and *Gregg Speed Studies.* In studying and practicing the drills the main object to be kept in view is *the proper movements in executing the various combinations and the results of such movements.* An analysis of many incorrectly written forms will show that the movement was fundamentally wrong. Such elementary combinations as the joining of circles and hooks to consonant strokes, and the joining of consonants where there is no connecting vowel, should receive particular attention.

All movement should be executed slowly at first with the attention fixed on the method of execution. But it

should be remembered that shorthand is to be written rapidly and accurately at the same time. The final test is the appearance of the outline when written at top speed. If it is distorted and meaningless, a reanalysis of the movement should be made and the ground gone over again until facility in execution is acquired. Some reporters make it a practice to run through the alphabet and simple phrases each morning before beginning reporting work. This serves to "warm up" the writer's mental and physical reactions and serves as an introduction to the day's work.

Size of Notes. Within certain limits, small notes are to be preferred to large. The reason for this is that obviously it takes longer to make a large character than it does to make a similar small one. But there are other questions that must be weighed. The size of notes must be more or less adapted to the natural physical characteristics of the individual, and to some extent, to his mental. This is a difficult matter to determine by any abstract theory. Previous habits of writing, which may or may not have been based on a sound foundation, may have become so fixed as greatly to influence the situation; consequently the size of notes must to some extent be a matter of judgment on the part of the individual. This can be determined with reasonable accuracy by trials. The trials should not be perfunctory. They should be carried along far enough to develop some real information and data for judgment. If you have been writing a "large hand" and find that it does not respond sufficiently to the speed necessities, try to reduce the size until you strike the happy medium.

Notes that are too small are equally as objectionable as the large sprawling notes. They hamper the free movements of the arm, hand, and fingers. The examination and testing of the notes of hundreds of writers convinces me that

the size of notes adopted for this book are best adapted to the average writer.

Proportion is another important point in connection with the size of notes. There are two main sizes of characters in Gregg Shorthand. It is a distinct advantage both in the matter of legibility and in the ease of writing if a positive distinction is made in size. If anything, exaggerate the long strokes, and the large circle or loop. It will be found that this difference in size relieves the monotony of writing to a decided degree.

For example, in executing phrases like "which might have been," "many years ago," there is a distinct feeling of speed generated if they are written with an abandon and with the finishing strokes of somewhat exaggerated length. This is true of many phrases and even of word-forms. It has much the same psychological effect as that which is created when we are pushed to the limit of speed and all of a sudden encounter one of those phrases that we can write with a sweep of the pen. It is like opening a window and getting a breath of fresh air.

Compactness. Much time and effort may be saved in writing by using a compact style—that is, leaving only sufficient space between individual outlines for clearness and distinctiveness. Compactness enables the writer to get more matter on a line and more on a page, and this increases his speed, because the dropping from one line to another and the turning of pages necessarily means a loss of time. It also increases accuracy, for most mistakes in rapid writing are made just as the page is turned. For the purpose of securing rhythm and also compactness, the notes should be as evenly spaced as possible. This is a mere matter of habit, which easily can be acquired by a little conscious attention to it.

Light Touch. The student of a reporting style in shorthand should assiduously cultivate a light touch. The pen should strike the paper with only enough force to make a distinct line. The proper sort of pen contributes to the ease of securing a light touch. But even with the best pen in the world many writers' notes show a disregard for the logic of the situation by applying entirely too much pressure. The lighter and freer and more fairy-like the pen sweeps along the line, the greater will be the speed.

One of the reasons for a heavy touch is the tension of nervous energy in writing at a speed that taxes the writer's ability to the utmost. There will be a tendency to grasp the pen tightly, to stiffen the muscles of the arm and fingers. The result is the writer really places an inhibition on speed by fairly paralyzing the movements of the hand by rigidity.

We have all had dreams of finding ourselves placed on a railroad track before an oncoming locomotive, chained there by some invisible but terrible force which no effort of will power apparently could throw off. The shorthand writer experiences very much the same phenomenon under the conditions outlined above. The remedy for this, naturally, is to avoid such a situation in writing by learning to control the nerves. One way to do this is to put out of mind the seriousness of the matter. Learn to relax, to abandon yourself to writing fluently by repelling any thought that you will be instantly electrocuted if you do not "get it down." I do not mean by this that you must not make an honest effort to do it, but that effort should be sustained by a confidence that you *can* do it.

Reducing Waste Motion. Efficiency in shorthand means the ability to do the greatest amount of work in the shortest possible time and with the least effort. In the writing of shorthand there are almost limitless opportuni-

ties for making false motions, of wasting time and energy that get you nowhere. The mention of a few of these will bring to your mind the necessity for a careful analysis of your style of writing: Waste mental motion; waste mechanical motion; incorrect position of the notebook; loss of time in turning the leaves; indirect line in passing from one outline to another; failure in the application of abbreviating and phrasing principles; wide spacing between outlines; poor technique in passing from the bottom of one column to the top of the next; getting out of position by going too far above or below the line; unregistered movements between outlines. Every one of these factors in technique has an important bearing on both speed and accuracy. Each one, little in itself, may be repeated time and again in the writing of one page, with a consequent loss in efficiency.

Waste mental motion is generally the result of a vague knowledge of the principles or lack of decision in applying them. Suggestions already have been made for correcting the former. The latter can be overcome simply by deciding that you will write the outline in the way that first occurs to you and correct and perfect your outline at the time you read your notes. The time will never come when you do not encounter a new or unusual word, so you must accustom yourself to making instant decisions, even though wrong. When you have made that decision, you should promptly forget about it for the time being. The time to correct imperfectly formed outlines is when the notes are read.

One of the most frequent sources of loss of time in writing is due to the habit that many writers have of making useless movements in the air. The illustration given on the following page shows the movements taken by the pen of a writer who has not learned to control his hand.

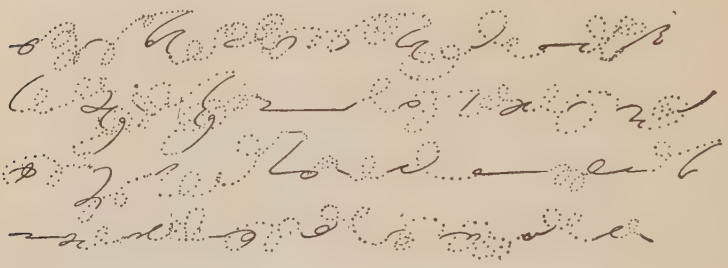


Illustration Showing the Unregistered Movements of a Pen-twirling Writer

The writer should go directly from one outline to another without loss of time. The illustration given below will make this clear. It requires a great effort of the will to overcome the habit of twirling the pen in the air before striking the paper, but it is decidedly a worth-while accomplishment. The control that one gets of his hand in acquiring this style of writing not only tends to increase the ease and speed of writing, but it is a vital factor in accuracy.

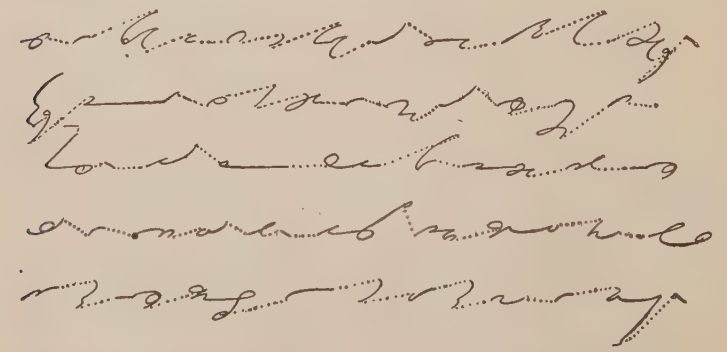


Illustration Showing the Minimum of Pen Travel Between Outlines

The habit of making useless movements between outlines can be overcome best by practice on memorized matter, or at least matter that is familiar. Take a short passage of about 150 or 200 words from a plate in the *Gregg Writer* or one of the reading books. Analyze it carefully, with special attention to the most direct line from one word to another. This will help you to visualize the "direct line." Practice writing it at a slow rate of speed, concentrating attention on eliminating any movement that does not record a character. Pass directly from one outline to another. The use of familiar material for this purpose will have the advantage of leaving you free to keep your attention on eliminating lost motion, since you will be familiar with the writing of each word and will have memorized to some extent the context of the matter. Keep in mind the fact that not all of the time losses are made in passing from one outline to another. Some of the losses are in the movements in executing individual characters.

Turning Pages. To the inexperienced writer the turning of a leaf of his notebook is always attended with a sense of hurry and fear that something will be lost, especially if the dictation is pushing him to the limit of his speed. A little study and practice will enable the writer to turn the leaves without appreciable loss of time.

The following description of the proper method of turning the leaves is the result of much study and practice on the part of the talented reporter, Thomas Allen Reed. He says:

> While writing on the upper half of the leaf introduce the second finger of the left hand between it and the next leaf, keeping the leaf just being written on steady by the first finger and thumb. While writing on the last part of the page shift the leaf by degrees until it is about

> halfway up the book; when it is convenient, lift the first finger and thumb and the leaf will turn by itself. This is the best plan while writing on a desk or table. When writing on the knee, the first finger should be introduced instead of the second, and the leaf be shifted up only about two inches. The finger should be introduced at the first pause the speaker makes or at any convenient opportunity that presents itself.

Mr. Isaac S. Dement, one of the most expert shorthand writers the world has ever known, preferred handling the notebook much as Mr. Reed has described, but he kept shifting the page upon which he was writing constantly upward so that when he finished one page he would be in a position to begin the second page without having to move the hand from the bottom of the notebook to the top of the next page.

Methods of Learning Wordsigns. When we consider that considerably more than one-half the words of spoken or written language are represented by characters in shorthand known as "wordsigns," the necessity for mastering these is obvious. In writing on this subject the late David Wolfe Brown, the famous Congressional reporter, said:

> It is highly important that whatever the student undertakes to memorize should be memorized thoroughly. From half-recollection comes hesitation; and from hesitation comes loss of speed. Especially in the study of wordsigns, most students undertake to learn too many at once. It cannot be too often repeated that in shorthand whatever needs to be memorized at all needs to be so mastered that it may come instantly to the mind and fingers whenever wanted.

Perhaps the best method of learning the wordsigns is suggested by Mr. Bernard DeBear, the well-known English reporter and teacher. His method, which is as follows,

deals with the mechanical features of learning the wordsigns:

> Take a double sheet of foolscap and fold it over into folds which will give about twelve divisions in all. Copy from the textbook neatly and carefully the signs you are about to learn, one on each line. Having thus filled the first column, close the book, and endeavor at once from memory to transcribe into longhand in column two. The words having only just been copied, this should prove no difficult task; but any blanks should be filled in from the key and underlined, to denote that the signs were not remembered. This done, fold under column one, so as to leave only the longhand words in column two visible, and transcribe those into shorthand in column three, so nearly as the memory will allow. Gaps can now be filled in from column one, which, however, should not be resorted to until the attempt has been made to work through the entire list. Then retranscribe the shorthand lines on column four. And so on to the end—shorthand into longhand, and vice versa. It may be guaranteed that by the time the twelve columns have all been filled in the manner indicated, that particular set of words or phrases will have been almost thoroughly mastered.

The mental part of learning wordsigns, however, should be given some serious thought. First impressions are usually the most lasting and the student should endeavor to try to make this impression as deep and vivid as possible by concentrating his attention on the form, the component parts of the form, and by pronouncing the sounds and words as he writes. Thus he brings into play the senses of sight and hearing and also the sense of touch or feeling in writing the form.

Learning the wordsigns does not consist merely in writing them. The writing should be alternated with reading the notes written. This should be followed by reading the engraved characters to restore the impression of the

ideal forms. In reading the engraved forms be particular to note exactly each part of a form and not read it merely from the whole. Of course later we read shorthand almost wholly from form, but the object of this analysis is to deepen the impression of the parts, since each one of the parts has to be executed in writing.

Method of Learning Phrases. In the study of any group of phrases it will be noted that there are certain underlying principles involved. The student should aim to analyze each group and pick out such principles. By doing this a great deal of time will be saved in memorizing the forms. For example, it will be seen that in the "plaintiff" phrases *p* universally represents the word "plaintiff." That can become a fixed fact in the mind and generally gives the key to the rest of the phrases.

What has been said about memorizing the wordsigns can be applied with equal effectiveness to the learning of phrases. The first step in learning a phrase is to make an analysis of it. If each of the parts of the phrase is repeated as the analysis proceeds, it will assist the memory. Some writers may find difficulty in going through the execution of the complete phrase at the first trial. In such cases the mastery of the swing of writing the phrase will be hastened by writing it in parts, gradually building up the entire phrase.

As an example, take the phrase "It is a question for your Honor." Begin by analyzing the entire phrase, pronouncing the various characters as you read. Repeat this operation several times until you have a clear vision of the appearance of the phrase and can recall it distinctly. Begin the writing by practicing a few times the words "it is." Then add "k-shun" for "question," writing "It is a ques-

tion." Then next add "your" to the phrase, and so on until you can handle the execution of the entire phrase without perceptible stop. All this should be accomplished while pronouncing the parts of the phrase as you write, as the sounding of the parts assists in establishing the associations. Coincidentally keep in mind the movements used in execution and try to avoid wasting time or losing rhythm at any point. It is to be remembered, however, that eventually *a phrase must be executed as one compact thing.* In fact, the writer must mentally consider it as *one thing* in order to secure facility in writing it. By thinking of each word separately there will be a tendency to stop at the end of each. Facility of execution will thus be lost.

It is not an easy matter to memorize a list of disconnected phrases; consequently the writer should, as soon as possible, put into practice in connected matter the phrases he has learned. Before this can be done the writer should go through *Reporting Shortcuts,* studying particularly the key words which are printed in heavy type at the beginning of each group. He should practice a few of the phrases under each heading, trying to get clearly in mind the principle involved—much as he would study wordsigns. This is preliminary to applying the phrases in actual dictation.

The connected new matter selected for practice should be carefully prepared from the shorthand point of view before it is practiced from dictation in the following manner. Read through the passage, analyze it for phrases, consulting the lists in *Reporting Shortcuts* whenever necessary. (As they are arranged alphabetically under the key words, this can be done quickly.) After checking the phrases with *Reporting Shortcuts,* memorize each form involved

and practice executing it until the swing of execution is fixed. Then, when you have finished the entire piece of testimony or jury charge in this way, practice each of the forms as suggested above; after which have the entire piece of matter dictated to you many times until you are able to apply the phrasing principles correctly and can execute the forms in their correct environment without hesitation.

It would be a disadvantage in practicing matter as above suggested if you did not analyze it for *all the possible phrases*, since you would form habits of writing words separately that should be phrased. The index in *Reporting Shortcuts* which is arranged alphabetically will assist you in making your selections of key words.

The Law of Rhythm in Phrase Writing. In an article in the *Gregg Writer* I discussed at some length "The Law of Rhythm in Shorthand Writing," in which I said:

> 1. That simple, natural phrasing is of immense value in the attainment of a high degree of stenographic skill.
>
> 2. That involved phrases, that is, phrases requiring much mental effort to execute, are a hindrance instead of a help.
>
> 3. That under stress of rapid writing the reporter generally reverts to simple, natural forms, even if they are somewhat lengthy."

An examination of the reporting notes of skilled reporters of all systems, including those who have distinguished themselves in the speed contests, shows that when writing under pressure, or where the work is long sustained, they seldom use any but the simple, natural phrases. There are several reasons for this:

1. Long phrases impose upon the reporter such a degree of concentration of mind and of precision in writing that they become irksome in a long siege of note taking. There are exceptions to this rule in the case of some young reporters who take a peculiar delight in phrasing and who have extraordinary skill in executing long phrases.

2. There is a law of rhythm in shorthand writing. Every experienced writer of shorthand spaces between forms with almost mechanical uniformity. The spacing may vary with different writers, according to habits they have acquired, but it will be uniform and will retain its uniformity even under extreme pressure. In a similar way the hand and mind become accustomed to making just about so many efforts at a time and when the writing goes much beyond the average the rhythm is destroyed.

It is well to have this point fully understood, as it will explain why diligent practice on some fascinating phrase-form does not yield expected results. Phrases, therefore should not be extended beyond the point where the writer can maintain his sense of balance. Long phrases which contain an excess of continuous movements in executing them cause the hand to "lose itself," and the result is negative. The introduction of a phrase-form requiring sustained effort is followed by a hesitancy or loss of momentum. The natural rhythm is broken and the hand has to readjust itself to the accustomed average effort. Many writers waste a great deal of time and effort in the theoretical construction of long phrase-forms that are an actual hindrance to the attainment of speed. If the time and effort so spent had been devoted to more intense practice on the simple, natural phrases, progress would have been much greater.

Nothing is gained by striving after long and involved phrases, but a great deal is gained by persistent drill on

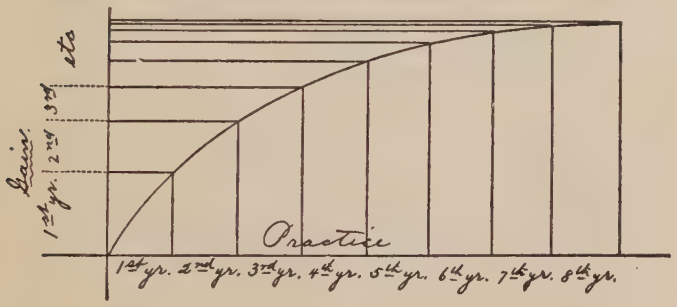
the common, everyday phrases and such special and technical phrases as are contained in this book. The latter, it will be understood, are applicable to certain definite situations. The greatest reporters and the most expert writers, as a rule, have acquired an admirable command over all common phrase- and word-forms and they have in addition mastered the phrases that apply particularly to court testimony and jury charges.

The Law of Diminishing Returns in Shorthand. It should be borne in mind that in the study of shorthand the higher the speed the greater the effort required to augment it. In the climb to the mountain top the steps near the top are made more slowly and more laboriously than those at the beginning of the climb. This "law of diminishing returns" as applied to the study of shorthand was very graphically described by Mr. A. P. Barnett in a paper read before the New York State Stenographers' Association twenty-three years ago, as follows:

> If one were to empty a bucket of water with only the aid of a cup, he would find, after reducing the water to a depth equal to the height of the cup, that each successive dipping removed less water than its immediate predecessor, until eventually it required as much work to remove a thimbleful as it did at first to remove a cupful. Each additional act of dipping would involve the same amount of labor performed, but would yield a smaller amount of water removed. In other words, there would be a "diminished return" for each successive act, until finally the result attained would be inappreciable.
>
> This law of "diminishing returns," applicable as it is to the many processes of human endeavor, may be fitly applied to the practice of shorthand, and represented by some such curve as that on page 69.

Thus the student of shorthand, who learns to write 100 words a minute the first year, will probably gain only 50 words the second year and 25 the third year. Each year's practice brings a diminished gain, until finally no gain at all is appreciable.

Almost as if written in regard to this particular subject, Herbert Spencer says: "The saying that practice makes perfect is but approximately true. The proficiency gained by practice first augments rapidly, then less rapidly, and at length scarcely at all. Each individual reaches a limit beyond which practice brings no sensible improvement."



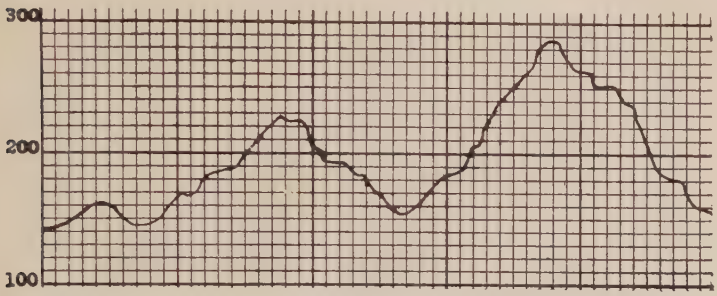
The young student-reporter, however, will have to use judgment as to when he does reach the point where "practice brings no sensible improvement." We have known writers to go along at a certain pace for months without any appreciable gain in speed; in fact, until they thought they had reached the limitations of their speed. But persistency to continue was rewarded in a short time by a sudden surprising jump forward. The solution of the matter was simply this: that all the practice had been giving an accumulating skill which did not manifest itself until the skill had been crystallized, when suddenly the power that had been laboriously developed became usable.

Memory Strain. Mr. Gurtler, in his department in the *Gregg Writer*, deals with this very important factor most effectively, as follows:

> When a thing is only partially learned a great strain is placed on the memory to retain the knowledge thus received. The strain on the memory is relieved if the impression is clear and well defined and often repeated. A thing is easily remembered if it is along the line in which the individual has acquired the greatest facility. To illustrate this point, it is comparatively easy to remember the shorthand forms that are written in accordance with the principles of the system and rather difficult to remember forms introducing foreign elements. The training one receives in shorthand writing naturally tends towards a facility in writing shorthand in accordance with certain related principles. No great efficiency can be developed from writing unrelated principles. It is therefore a strain on the memory to write shorthand in accordance with certain foreign principles for even one per cent of the time when for ninety-nine per cent of the time you are accustomed to writing them differently.

The Word-Carrying Faculty. In a paper read in the Shorthand Section of the National Shorthand Teachers' Association convention in 1916, the late W. E. McDermut, a skilled shorthand reporter of Chicago, said:

> About twenty-five years ago David Wolfe Brown, the prince of Congressional reporters at Washington, published a little book under the title "Factors of Shorthand Speed" (The Gregg Publishing Company). One chapter was headed "The Word-Carrying Faculty." By that is meant the ability to trail along some distance behind a speaker. This faculty I regard as the supreme accomplishment of a shorthand reporter. Let me illustrate this by a diagram.



The base line indicates 100 in speed. The second line, at 200, represents the work of a writer with a normal speed capacity of 200 words a minute. The curved line represents the utterance of a speaker with an average speed of 150. Once in a while the speaker takes a spurt to 200 or 250, and immediately drops back to 150 or less. This would present no serious trouble to the ordinary writer. He would make a little extra effort, his notes would momentarily show some distortion, but he would get through. By and by the speaker makes another spurt, this time to 300 or 350, for a second or two, and does not drop back to earth so soon. We common fellows would strain ourselves like an automobile climbing a steep grade, and after keeping it up a while, to use automobile language, the engine would "go dead," or, in shorthand slang, we would be "busted."

What would happen to the writer who has the word-carrying faculty well developed? He carries the additional load of words in his mind; he is not disturbed by the spurt; in fact, he gets a better grasp of the ideas because he is not literally taking the words right out of the speaker's mouth, but he has the improved perspective of distance; he keeps up his steady progress, and after the speaker comes back to earth, the writer is comfortably near him, and all the time he has been making good notes. In this manner, with the possession of this supreme faculty, we see performed the shorthand miracle of a writer

with a speed of 200 reporting with ease and accuracy a speaker who has been talking at the rate of 350 words a minute.

Vocabulary. The reporter deals constantly with the English language, and particularly with words. His knowledge of words must be broad and deep and comprehensive. He must know them intimately in each phase of meaning and use. This thought was brought out most graphically by Mr. J. N. Kimball, in writing in the *Phonographic World.* He said:

> The stock-in-trade of an expert stenographer is words, words, all words. The moment you get tied up in a tangled labyrinth of words which you do not understand the meaning of, just then you are—stenographically speaking—irretrievably lost. It is a fact—indisputable, as all facts are—that, other things being equal, he is the most expert stenographer who has the largest vocabulary. Training in principles is well, it is a *sine qua non*, but the time comes when all that can be done in this direction has been done, and when from a technical standpoint one is letter perfect in his part. Then comes that mountain of vocabulary, every shovelful of which must be taken away before perfection can be reached. I would advise you, therefore, to broaden your education in this line, first by much reading, and by never passing lightly over any word a definition of which you cannot write out. It is a long way of saying, Use the dictionary. The result is a sort of Jack-of-all-trades education, which goes a great way toward making the stenographic expert.

A vocabulary cannot be built up over night. It is a long-drawn-out process, but full of interest. The student-reporter must go about it systematically, being satisfied with accumulating a few words daily and making these a real part of his equipment. There are many ways of increasing your vocabulary, but perhaps the best way is by consistent reading with a dictionary at hand to consult

on every unfamiliar word encountered. This in itself is not sufficient. The writer should know the spelling, pronunciation, meaning, and use of the word in sentences, and if it is a useful word, it should be added to his speaking vocabulary. In addition, he should know the best shorthand outline for it.

The best way to increase one's vocabulary is to enter all such words in a notebook provided with alphabetical tabs. Write the meaning, study the pronunciation and spelling, and then use the word in speaking until it becomes as familiar as the everyday words of the English language. The lists of words thus accumulated should be reviewed frequently. Of course judgment must be used in making the selection. Two bases of judgment are to be considered by the shorthand reporter. First, is it a word of frequent enough use by the ordinarily educated person to be worth while to study? Second, do you wish to add it to your vocabulary for your own personal use in writing and speaking?

Methods of Practice. It is important that whatever practice is decided upon should be done regularly. Students of the psychology of teaching and learning have found that there is a law of "periodicity"—which means simply that the mind is subject to habits, the same as appetites. We accustom ourselves to eating at stated periods, and whether or not we actually need food at that time, there is a desire to eat at the accustomed times.

The same is true of study and practice. These soon become a habit and the mind is in better shape to receive impressions at such periods than at any other time. The work should be done systematically. A program should be prepared and adhered to as closely as possible. It is

also an advantage to leave each practice period with something definite in mind that will connect up with the next period. If you have decided that you can spend two hours a day on your work in perfecting your knowledge of reporting, it would be better to split this time up into two periods rather than to spend it all at one sitting. But the important thing is to decide upon a plan and stick to it.

It will be of value if you will quickly review at any study period the work that you did at the previous period, especially if you are studying and practicing a new list of phrases or execution drills. The practice should also be varied. It becomes quite monotonous to practice on one kind of matter continually, and unless the practice has a decided interest for you, it will not be of much value. Variety in the kind of solid matter you use for practice is an advantage, for it will have greater interest value and serve to keep your attention concentrated on the work in shorthand.

This is especially true when you come to dictation practice. By alternating the practice on solid matter, jury charge, and testimony, the progress on all three kinds of matter will be more rapid. Practice on testimony tends to "speed you up" on the solid matter, and solid matter, owing to its difficulty, enforces greater accuracy and concentration—in fact provides an intellectual exercise that tunes up all the work.

The Value of Reading. The reporter who expects to keep his shorthand up to a high standard should devote considerable time to reading engraved shorthand. In the first place, this serves to keep alive a knowledge of the principles. It also constantly recreates ideals of form. Accuracy in writing depends mainly upon two things: the

intensity of the image of a form that the writer can recall, and the mastery of the movements in writing the character. In the reading of shorthand plates you will almost unconsciously add to your writing vocabulary hundreds of word-forms and phrases which you will write without thinking about them whenever they occur. All of the reading books of the system furnish excellent material for practice of this kind. In addition, the *Gregg Writer* contains a number of new plates each month. A bound copy of any volume of the magazine will furnish an abundance of material for reading.

The best reporters generally are those who devote a great deal of spare time to improving the technique of their shorthand. One of the most brilliant writers of the system that I know took great pride in his ability to read shorthand as fast as it was dictated, and he had developed this ability to a point where he could actually read new shorthand plates more rapidly than he could read print. He maintained that there was no reason why shorthand could not be read as fast as print and that to acquire this ability was only a matter of practice.

There is an art to reading shorthand, as there is to writing it. In reading shorthand plates the characters are well formed and each one should be instantly recognizable by itself. But even here context is an aid to reading. Much the same method that is applied to reading print can be applied to shorthand. In reading ordinary print the eye takes in several words at a time and the reader keeps in mind the sense of the matter.

This advantage is even more pronounced in reading shorthand: because of phrasing and the compactness of the word-forms the eye is not forced to travel over so large

a field and can grasp the significance of the writing more quickly. In the early stages of reading shorthand from the engraved notes the writer should be sure to make a full analysis of each outline. As his ability to recognize individual forms grows, he can begin reading several words at a time. Whenever a word is encountered that cannot be recalled immediately, he should read on through the sentence when, if the outline has been unrecognizable on account of inaccuracy, the word may be suggested. In reading, the sense of the matter must be kept clearly in mind. This will develop a language sense and the writer will not have to depend so much on the accuracy of individual outlines. Ability in this direction is quite necessary, because shorthand notes written under pressure cannot always be formed so accurately that they will be read without reference to context.

The shorthand reporter is frequently called upon to read his notes in court and his ability as a reporter is largely based upon how well he can acquit himself in such a test. In reading from notes that have been taken from dictation it is an advantage to have someone check the copy to call attention to any mistakes. The student should read his notes aloud wherever it is possible, since the mere sound of the words is a distinct advantage. In reading aloud do not read faster than you can maintain an even speed. The words should be pronounced distinctly. Do not fall into the habit of skipping over obscure places, but have the tenacity of purpose to complete each sentence as correctly as you can.

The reading should not be confined to reading shorthand, but should be extended to the books dealing with the subject of reporting. The reporter must be familiar with the

procedure in court. He must know what to take and what to omit, and a multitude of other things in connection with his profession. The books that the young reporter can read with advantage on this subject are:

Factors of Shorthand Speed, by David Wolfe Brown; *The Stenographic Expert,* by Willard B. Bottome; *Practical Court Reporting,* by H. W. Thorne; *The Gregg Reporter,* by John R. Gregg.

Repetition Practice. Much has been said and written about the value of repetition practice in shorthand. With the older systems of shorthand repetition was of much greater value than it is with a simple system like ours. This was due mainly to the fact that there were so many possible ways of writing the same word, and the repetition was necessary to render the best forms habitual. With our system repetition practice should be confined to prepared material, as, for example, the phrases in this book, to matter coming under certain principles in the textbook, to word-signs, and so on, where the object is to gain intensive practice on some particular feature. There is scarcely any danger of doing too much repetition work on the phrase-signs or wordsigns, for the object is to secure absolute automatism.

Repetition can also be applied with great advantage to pieces of connected matter containing a large percentage of wordsigns, phrases, or principles one wants to remember. The disadvantage of repetition practice on miscellaneous matter is that the writer soon memorizes the order of the words and fixes the habit of writing the words in this order. As soon as an exception occurs—that is, when the order of the words is changed—confusion arises. In the study and practice of any list of wordsigns, phrases, or expedients,

it is essential that they be *mastered.* If the phrase or word-sign cannot be recalled instantly, it is worse than useless, for it will require greater effort to recall a partially memorized form than it would to write the word out according to the principles of the system. Constant reviews of all memorized word- and phrase- forms through dictation and reading is essential to keep them in mind.

Dictation Practice Essential. Any plan of practice in shorthand designed to secure results must take into consideration a large amount of dictation, because shorthand eventually is the result of writing from the spoken word. In other words, the shorthand writer's effort must be inspired through the sense of hearing. To make dictation most effective during the time the writer is studying the phrases in *Reporting Shortcuts,* he should prepare the matter for dictation as outlined in another paragraph. While acquiring the phrasing and expedients of *Reporting Shortcuts* most of the dictation should be on prepared material, for the object is to make the employment of the phrase-signs and expedients automatic.

When the writer has mastered a majority of the phrases, the dictation work can then be devoted almost wholly to new matter. The most important feature of dictation is reading the notes. This is an act that the student-reporter should perform with the utmost conscientiousness, for it is the record of what he did, not what he *thought* he did. The time to make improvement in writing shorthand is when you read it. Carefully take note of all variations from correct form in your shorthand notes and encircle them for study after the reading is completed. It would be a loss of time to correct and practice each incorrectly written outline as you come to it in the reading, as it will

divert your mind from the context, and interfere with the idea of continuity in reading. It is a mistake to take dictation without a definite objective. Your objective now, while you are studying *Reporting Shortcuts*, is to improve the technique of your writing, and this is done by the process of continually checking over your work and perfecting the details of it.

The Use of the Phonograph. The phonograph can be made an instrument of real utility in learning both the phrases and wordsigns. By recording each group of phrases on a cylinder, the writer will be furnished with the means of plenty of repeated dictation—and dictation of the phrases after they have been analyzed and practiced for form is one of the quickest means of getting command of them.

The phonograph is also useful for repetition matter on pieces of testimony and jury charge containing a number of the phrases. Repetition is a most powerful aid in speed building. It is not easy to secure a dictator who will have the patience to dictate an article over and over again, owing to its monotony to the reader, and when it is available, the phonograph furnishes a solution to the problem of repeated dictation. Cylinders containing all the phrases should be prepared in the order in which they appear in the book. The writer can then practice with *Reporting Shortcuts* at his side for reference whenever a phrase has escaped the memory. Some writers make it a practice to write and rewrite the phrases at least once or twice a week to keep them fresh in mind.

How to Use the Plates. The special word-forms at the beginning of the list should be carefully practiced. Many of them are used in the classified lists which follow, while others are of such a nature that they do not ordinarily occur in phrase-forms.

The classification of the phrases is in accordance with the principle of analogy or *association*, which I have always advocated in the teaching of shorthand, and which in the shorthand *Manual* is applied in the series of word-modifications and also in the arrangement of many of the word lists. Experience has shown that the classification of the phrases in this way enables writers to master them more quickly than if they were arranged in alphabetic order.

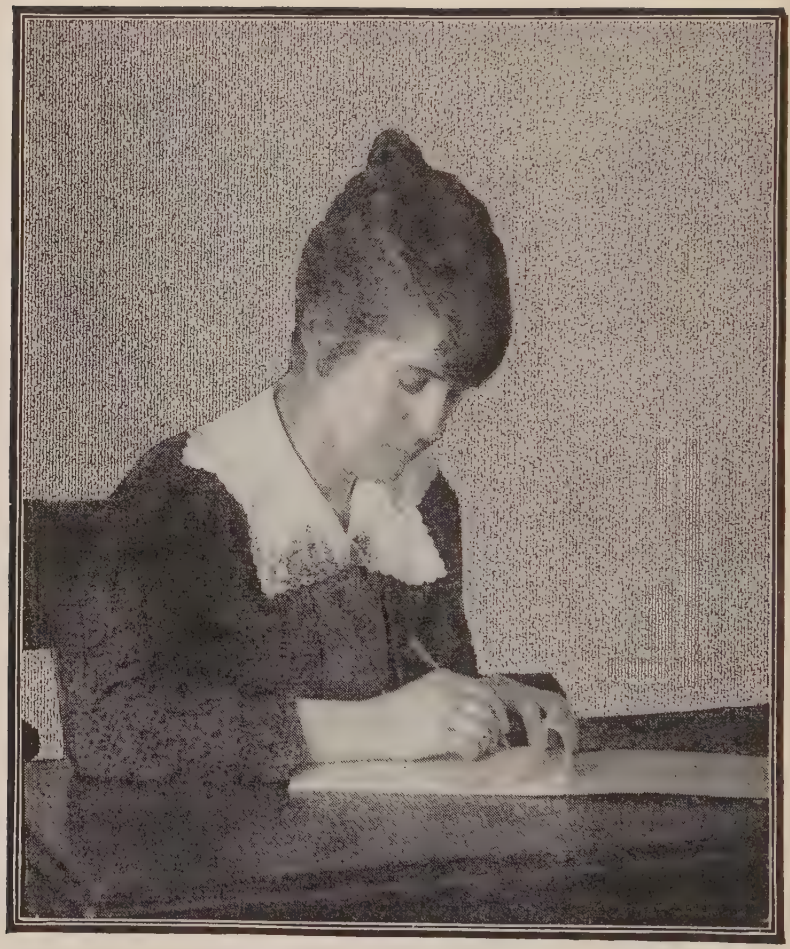
In the lists of classified phrases will be found many phrases which might come under two different classifications. For instance, "Defendant's Negligence" might come under both "Defendant" and "Negligence." These phrases are not repeated, but are placed under the key word which appears second in the list, as at that point the student will be able to understand *both* of the modified forms; that is, "Defendant's Negligence" appears under "Negligence," while "Plaintiff's Negligence" appears under "Plaintiff."

In the lists of special terms in the latter part of the book some especially short forms will be found that can be safely used only by a writer engaged in a specialized line of reporting. For instance, *k* can be used for "camp" and *kk* for "company commander" only by a court-martial reporter. As these forms are highly specialized, naturally they would not be adopted for regular use by a writer who did not encounter the terms frequently in his work. The use of these phrases is thus a matter of judgment on the part of the writer.

The lists of legal and railroad phrases contain only terms which are not found in the classified lists. Many legal terms will be found under "Defendant," "Plaintiff," "Executors," "Guilty," "Jury," etc., and many railroad phrases under "Agent," "Car," "Engineer," "Track," etc.

GREGG REPORTING SHORTCUTS

PART TWO



SALOME LANNING TARR

WRITING POSITION OF MISS SALOME LANNING TARR, WHO ESTABLISHED A WORLD RECORD FOR ACCURACY IN THE FIFTH INTERNATIONAL SHORTHAND SPEED CONTEST

SPECIAL WORD FORMS

actual

against

allegation

appeal

appellant

appellee

assault

automobile

bottle

bureau

complain

compromise

conclusive

conductor

contract

conversation

co-partnership

co-respondent

corner

coroner

court

covenant

covenantee

covenantor

decree

default

defendant

defense

demur

 diameter

 distance

 element

engineer

evidence

execute

executive

expert

fire

front

ground

guilty

hypothetical

incline

indictment

injure
-y

intoxicate
-tion

invariable
-y

judicial

juror

jury

laboratory

lawyer

left,
lift

lifetime

live

manslaughter

marry
-iage

material

measure

merchandise

motorman

muscle

muscular

observe

occupy
-ation

official

part
-ner

partnership

plaintiff

platform

policeman

preliminary

premium

prior

prisoner

professor

property,
purport

prosecute

reason
-able

recollect

recollection

reputation

revolver

shoot,
shot

sidewalk

signal

specific

specify

spontaneous
-ly

technicality

telegram

testify,
testimony

theory

treatment

treaty

trial

unnatural

verdict

violate,
violence

volts (after figures)

ABLE

has been able

has not been able

have been able

have not been able

I have been able

I have not been able

I may be able

I might be able

I shall be able

I should be able

I would be able

I would have been able

may be able

might be able

shall be able

should be able

they are able

to be able

will be able

will not be able

would be able

would have been able

ABOVE

above date

above mentioned

and above all

as above

as above described

as above mentioned

over and above

over and above all

ACCIDENT

accident happened

accident occurred

after the accident

after the accident happened

after this accident

in reference to the accident

when did the accident happen

when did the accident occur

ACQUAINTED

are you acquainted

are you acquainted with Mr.

are you acquainted with Mrs.

are you acquainted with the prisoner

AGENT

assistant general freight agent (A. G. F. A.)

assistant general passenger agent (A. G. P. A.)

baggage agent

claim agent

commission agent

freight agent

general freight agent (G. F. A.)

general passenger agent (G. P. A.)

general passenger and ticket agent

general ticket agent

insurance agent

purchasing agent

reserve agent

station agent

tax agent

ticket agent

AGREE

I cannot agree

I could not agree

I do not agree

I don't agree

if it is agreed

if you will agree

if you will not agree

it is agreed

it was agreed

I will agree

I would not agree

you may not agree

you will agree

 you will agree with me

ALWAYS

he always

 I always

I always did

I always have

 they always

we always

AND (Omitted)

again and again

assault and battery

back and forth

before and after

bond and deed

by and between

by and by

capital and labor

each and every

east and west

execute and acknowledge

execute and deliver

full and complete

full and correct

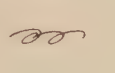
hand and seal

here and there

higher and higher

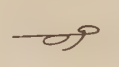
husband and wife

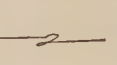
information and belief


kind and character

ladies and gentlemen

less and less


man and wife


men and women

more and more

now and then

null and void

physician and surgeon

principal and agent

to have and to hold

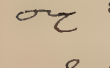
ANNUAL

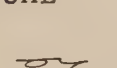
annual dividend

annual payment

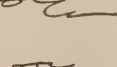
annual premium

annual report


annual taxes


in the annual report

in the annual report of the organization


in the annual report of the society

semi-annual dividend

semi-annual premium

ANSWER

he may answer

 I cannot answer that

I can't answer that

I did answer that

 my answer

please answer

 will you answer

will you please answer

 you may answer

 your answer

AS-AS

as early as

 as far as

 as far as I am concerned

 as far as ( ) can

as fast as

as fast as ( ) can

as high as

as long as

as long as that

as many as

 as many as ( ) can

as much as

as much as ( ) can

as near as

 as near as ( ) can

as near as ( ) can be

 as near as ( ) could

as near as ( ) could be

as near as you are able

 as quick as

as quickly as

 as soon as ( ) can

as soon as

as well as

as soon as you are able

as well as ( ) can

ASK

are you asking

I will ask

I am not asking that

 I will ask that

I didn't ask that

 I will ask you

I must ask

let me ask

I must ask you

 let me ask you

I shall ask that

was asked

I want to ask

we must ask

ASSOCIATION

annual report of the association

 loan association

building and loan association

local association

building association

national association

central association

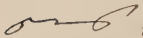
our association

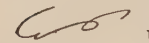
in the annual report of the association

report of the association

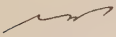
ATTENTION

any attention


attracted my attention


brought to my attention

didn't pay much attention


direct your attention

draw attention

give your attention

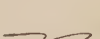
I call attention

I call your attention

I direct your attention to the

I have called your attention

I will call your attention


much attention

my attention

particular attention

pay any attention

pay much attention

personal attention

prompt attention

we must ask your attention

when was your attention

your immediate attention

ATTORNEY

assistant district attorney

Attorney-General

attorney and client

district attorney

attorney for the defense

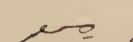
power of attorney

attorney for the prosecution

prosecuting attorney

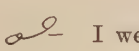
AWAY (see WAY)

did he get away


did he run away

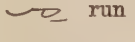
far away

gone away


I went away

right away

run away


taken away

BANK

bank balance

bank check

bank draft

bank messenger

bank note

bank reports

First National Bank

national bank

savings bank

Second National Bank

Third National Bank

trust and savings bank

BELIEVE

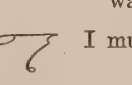
I believe

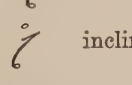
I don't believe

I don't believe I did

I don't believe I have

I don't believe it was


I must believe


inclined to believe

I quite believe

BOARD

Board of Aldermen

Board of Health

Board of Commissioners

Board of Management

Board of Directors

Board of Review

Board of Education

Board of Trade

Board of Examiners

school board

BOUND

eastbound

southbound

northbound

westbound

BUSINESS

are you in business for yourself

in your line of business

business man

is there any business

course of business

line of business

in his business

real estate business

in the ordinary course of business

what is your business

in what business

what is your line of business

in what line of business

what was your business

CAME

after you came

as you came

before you came

came to me

he came to me

if you came

they came to me

when you came

CAR

box car

buffet car

cable car

carload

car lot

chair car

closed car

dining car

eastbound car

edge of the car

electric car

freight car

 northbound car

 observation car

open car

 passenger car

passing car

proper car

 refrigerator car

safe and proper car

southbound car

steam car

street car

to get off the car

to get on the car

top of the car

trolley car

type of car

westbound car

what type of car

which car

with reference to the car

CARE, CAREFUL

care and caution

care and prudence

careful attention

due care

due care and caution

of all care and caution

of all due care and caution

of such care

of such care and caution

of that care

ordinary care

ordinary care and caution

ordinary care and prudence

prompt and careful attention

proper care

such care and caution

CERTAIN, CERTAINLY

and which certainly

are you certain

have certainly

I am not certain

I cannot be certain

I can't be certain

I shall certainly

it is certain

there is certainly

to be certain

we are certain

which certainly

would not be certain

you may be certain

CHARGE

free of charge

I charge

I decline to charge

I refuse to charge

CHILDREN

any children

are there any children

have you any children

many children

men, women and children

no children

were there any children

women and children

CIRCUMSTANCES

circumstances of the case

peculiar circumstances of the case

under all circumstances

under any circumstances

under ordinary circumstances

under peculiar circumstances

under similar circumstances

under these circumstances

under such circumstances

under those circumstances

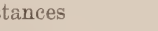
under the circumstances

under what circumstances

under the circumstances of the case

under which circumstances

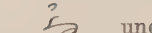
under the same circumstances


unusual circumstances

CITY

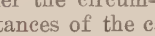
city and county

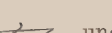
city of Chicago

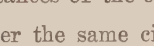

city limits

city of New York

city of Boston


city ordinance


city of Buffalo


city or town

CIVIL SERVICE

civil service

civil service reform

civil service commission

civil service ruling

COMMON

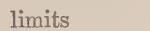
common carrier

common sense

common council

common stock

common prudence


commonwealth

COMPANY

Adams Express Company

American Express Company

and company

annual report of the company

assurance company

auditor of the company

bank and trust company

capital stock of the company

comptroller of the company

electric company

express company

fire insurance company

for this company

general manager of the company

insurance and trust company

insurance company

in the anuual report of the company

joint stock company

life insurance company

manager of the company

National Express Company

preferred stock of the company

president of the company

publishing company

railroad company

railway company

safe deposit and trust company

savings and trust company

savings bank and trust company

savings company

Standard Oil Company

stock company

street car company

surety company

telephone company

title and trust company

title, insurance and trust company

transportation company

treasurer of the company

trust company

vice-president of the company

Western Express Company

CONCLUSION

calling for the conclusion

came to the conclusion

come to the conclusion

we have come to the conclusion

what is your conclusion

what was your conclusion

CONDITION

character and condition

condition of affairs

first-class condition

his condition

in first-class condition

in such condition

normal condition

of his condition

proper condition

such condition

this condition

unsafe condition

what is the condition

what was the condition

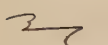
CONSIDER, CONSIDERABLE, CONSIDERATION

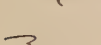
after careful consideration

after due consideration

considerable attention

considerable consideration

 considerable importance

 considerable number

considering this

considering your

for this consideration

I have carefully considered

I have taken into consideration

in consideration of this

in due consideration

must be considered

take into consideration

which we consider

which we consider to be

you must consider

CORNER

northeast corner

northwest corner

on the corner

on which corner

southeast corner

southwest corner

COUNSEL

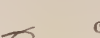
by counsel

corporation counsel

counsel for appellant

counsel for appellee

counsel for the defense


counsel for the prosecution

counsel for the prisoner

learned counsel

COURT

before the District Court

Courts of Justice

by the court

decree of the Court

by this court

District Court

call the attention of the Court

District Court of Appeals

Central Criminal Court

for the court

Circuit Court

for this court

contempt of court

from the court

court-martial

High Court of Justice

Court of Appeals

High Courts of Justice

Court of Bankruptcy

I ask the Court to charge

Court of Chancery

I call the attention of the Court

court of competent jurisdiction

if it please the Court

Court of Justice

if the Court

Court of Sessions

if the Court please

informs the Court

inform the Court

Justice Court

Juvenile Court

may it please the Court

Municipal Court

Superior Court

Supreme Court

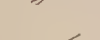
DAMAGE, DAMAGES

action for damages

element of damage

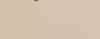
element of damages

elements of damage


exemplary damages

for loss and damage

in assessing the damages


liquidated damages

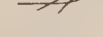
loss and damage

measure of damage

measure of damages

nominal damages

pecuniary damage

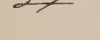

pecuniary damages

physical damages

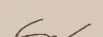
proof of damage

DAUGHTER

her daughter


his daughter

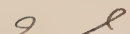
my daughter


their daughter

whose daughter

your daughter

DAY


after many days

all day long

day after day

day before yesterday

day by day

day or two

day or two after

day or two ago

days ago

from day to day

in a day or two

next day or two

on or before that day

on the day of the accident

DEFENDANT

against the defendant

are you acquainted with the defendant

attorney for defendant

before the defendant

between the complainant and the defendant

by the defendant

by the learned counsel for the defendant

called for the defendant

co-defendant

counsel for the defendant

defendant's counsel

for the defendant

in favor of defendant

is the defendant

it seems that the defendant

learned counsel for the defendant

on behalf of the defendant

to give the defendant

that the defendant

upon defendant

the defendant

upon the defendant

then the defendant

wasn't the defendant

theory of defendant

wherein the defendant

this defendant

who is the defendant

DEGREE

degree of care

manslaughter in the second degree

degree of care and caution

murder in the first degree

manslaughter in the first degree

murder in the second degree

DEPARTMENT

advertising department

executive department

Attorney-General's Department

fire department

claim department

freight department

credit department

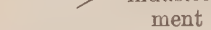
furniture department

dry goods department

general freight department

education department

general passenger department


industrial department

inquiry department

insurance department

in that department

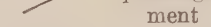
in this department

legal department

municipal department

Navy Department

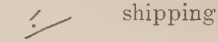
operating department


passenger department

purchasing department

service department

shipping department


shoe department

stationery department

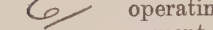
telegraph department

Treasury Department

War Department

DETERMINE

after you determine


as you are to determine

can you determine

determine that

determine the

determine this

for you to determine

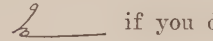
if you can determine

if you determine

it is for you to determine

must be determined

to be determined


to determine

you must determine

DID-YOU

did you

did you employ

did you ever

did you ever do

did you ever do that

did you ever have

did you ever have any

did you ever have any dealings

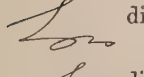
did you ever have anything

did you ever have anything to do

did you ever learn

did you ever look

did you ever make


did you ever make any

did you ever request

did you ever study

did you give

did you have

did you have any

did you have any conversation

did you have any more

did you have any talk

did you have anything

did you have anything to do

did you hear

did you hear anyone

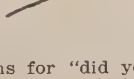
did you hear anything

did you make

did you measure the

did you not

did you remain away


did you turn

Note: Note the special forms for "did you ever" and "did you have." Use one hook for "did you" except before O, R, L or S.

DO-YOU

do you believe

do you belong

do you claim

do you ever

do you ever have

do you ever have any

do you ever have any dealings

do you ever have anything

do you ever have anything to do

do you ever make

do you ever study

do you go

do you have

do you live

do you not believe

do you realize

do you recognize

do you recommend

do you refer

do you represent

do you want

do you work

Note: Use D for "do you" before R or L.

DO-YOU-KNOW

do you know

do you know any

do you know anybody

do you know anything

do you know anything about that

do you know anything about this

do you know defendant

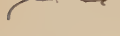
do you know his reputation

do you know Mr.

do you know what

do you know Mrs.

do you know what was


do you know the defendant

do you know which

do you know the defendant in this case

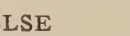
do you know which one

ELSE

anyone else

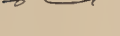
someone else

anything else


something else

nothing else

somewhere else


somebody else

was there anything else

ENGINEER

assistant engineer

engineer of construction

chief engineer

gas engineer

civil engineer

irrigation engineer

consulting engineer

locomotive engineer

electrical engineer

mechanical engineer

engineer corps

mining engineer

engineering department

structural engineer

EVIDENCE

according to the evidence

as not the best evidence

believe from the evidence

believe from the evidence that defendant

by a greater weight of evidence

by credible evidence

by the evidence

by the greater weight of evidence

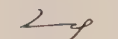
circumstantial evidence

close of the evidence

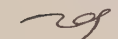
determine from the evidence

determining from the evidence

documentary evidence


from all the evidence

from the evidence


greater weight of evidence

greater weight of the evidence

if from all the evidence

if from the evidence

if the evidence

if you believe from the evidence

if you believe from the evidence that defendant

in accordance with the evidence

introduced in evidence

introduce in evidence

I will offer in evidence

to the evidence

under the evidence

upon all the evidence

upon the evidence

weight of evidence

you should believe from the evidence

EXAMINE, EXAMINATION

after your examination

at the first examination

civil service examination

cross examination

cross examining

did you ever make an examination

did you examine

did you examine it

did you examine the

did you make an examination

direct examination

entrance examination

examination in chief

examine this

final examination

first examination

have you examined

in his cross examination

in your examination

in your first examination

make your examination

medical examination

on your direct examination

physical examination

post-mortem examination

preliminary examination

recross examination

redirect examination

re-recross examination

re-redirect examination

when you examined

which examination

EXCEPT, EXCEPTION

bill of exceptions

excepted to

I except

I except to the remarks of the Court

I except to the ruling

I except to the ruling of the Court

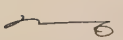
I take an exception

note an exception

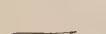
seal an exception

seal an exception for defendant

EXECUTORS, ETC.


executors, administrators and assigns

executors, administrators or assigns

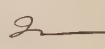

heirs, administrators and assigns

heirs, administrators or assigns

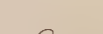
heirs and assigns

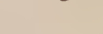
heirs, executors, administrators and assigns

heirs, executors, administrators or assigns


heirs, executors and administrators

heirs, executors or administrators


heirs or assigns


successors and assigns

successors or assigns

EXERCISE

by the exercise

by the exercise of such

by the exercise of which

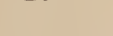
he was in the exercise

he was in the exercise of ordinary care

in the exercise

in the exercise of duty

in the exercise of such care and caution


in the exercise of ordinary care and prudence

in the exercise of which

in the exercise of such

in the exercise of your duty

in the exercise of such care

is the exercise

EXHIBIT

complainant's exhibit

exhibit to the Court

co-respondent's exhibit

exhibit your

defendant's exhibit

government's exhibit

defendant's exhibit "A" in this case

respondent's exhibit

EXPERIENCE, EXPERIENCED

actual experience

I am experienced

any experience

in our experience

are you experienced

in your experience

did you experience

my experience

from my experience

our experience

from our experience

what experience

he is experienced

you are experienced

EXTENT

greater or less extent

 to a certain extent

to a considerable extent

to a great extent

to a large extent

to a limited extent

to any great extent

to little extent

to some extent

 to such an extent

to what extent

to which extent

FACT

 are you aware of the fact

as to any fact

because of the fact

 collateral facts

conceded fact

determine the facts

did you for a fact

do you know for a fact

essential facts

 facts and circumstances

facts and circumstances of the case

facts of the case

for a fact

for the facts

from all the facts and circumstances

from all the facts and circumstances of the case

from the fact

I believe it to be a fact

I believe you are aware of the fact

I call attention to the fact

I call your attention to the fact

in accordance with the facts

in addition to the fact

in consideration of the fact

in determining the facts

in point of fact

in spite of the fact

in view of the fact

is it a fact

is it not a fact

is it or not a fact

isn't it a fact

isn't that a fact

it is a fact

I want to know the facts

mere fact

notwithstanding that fact

notwithstanding the fact

on account of the fact

owing to the fact

point of fact

scientific fact

that is a fact

the fact

to any fact

was it a fact that

was it not a fact

was it not a fact that

were it not for the fact

were you aware of the fact

you are aware of the fact

you are aware of the fact that

FIND

as you may find

as you will find

 can you find

can you find any

can you find any more

can you find anything

can you find that

 did you ever find

did you find

 did you find any

did you find anything

did you find that

did you find the defendant

did you find them

do you find

do you find any

do you find anything

do you find that

do you find that they

do you find that they are

find for defendant

find for the defendant

find from the evidence

find from the evidence that the defendant

if they find from the evidence

if you can find

if you can find any

if you can find anything

if you can find that

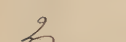
if you can find that the

 if you can find that they

 if you can find that this company

if you can find they

if you can find they are

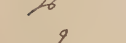

if you can find they did

if you can find they did not

if you find

if you find from the evidence

if you find that


if you find that this

if you find that this company

if you find that this complaint

if you find that this man

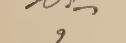
if you find that this woman

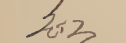
if you shall find

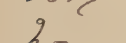
if you should find

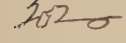
I want to find

I want to find you


I wish to find


I wish to find you


should you find


should you find that

should you find that they

they must find

they must find from the evidence

they must find that

they must find that the defendant

to find

to find anyone

to find anything

to find that

to find them

we find

what did you find

what did you find then

what did you find there

which you will find

which you will find to be

you can find any

you can find anything

you can find no

you can find nothing

you can find that

you can find that this

you find

you find that

you find that there was

you find that they

you find that this

you may find

you may find that

you may find them

you may find those

you must find

you must find that

you must find them

you must find those

your finding must be

your finding will be

you should find

you should find the defendant

you will find

you will find that

you will find that they

you will find that they are

you will find that this

you will find that this case

you will find them

you will find this

you will find this case

FLOOR

first floor

third floor

main floor

this floor

second floor

top floor

GROUND

ample grounds

ground floor

following grounds

on the ground

good grounds

on the ground that

GUILTY

are you guilty or not guilty

guilty of murder in the first degree

found guilty

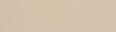
guilty of murder in the second degree

guilty of grand larceny

guilty or not guilty

guilty of larceny

he is guilty


guilty of manslaughter

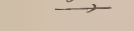
he was guilty

guilty of manslaughter in the first degree

not guilty

guilty of manslaughter in the second degree

to be guilty


guilty of murder

would be guilty

HAD

had been

had been able

had been done

had been given

had there been

have you ever had

have you ever had any experience

have you had experience

he had

he had been

if he had

 if he had been

if I had

if I had been

if I had been able

if they had

if they had been

if we had

if we had been

if you can find they had

if you had

if you had been

if you had been able

I had

I had been

I have had

they had

they had been

we had

we had been

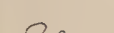
you had

you had been

HER

do you know her

have you told her


I asked her

I called on her

I found her

I met her

I saw her

I told her

to her

what is her

what is her position

what was her

when you saw her

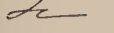
when you told her

write her

you saw her

HIM

advance him


believe him

caution him

did you find him

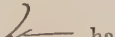
did you hear him

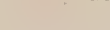
do you know him

gave him

have you seen him

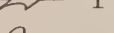
have you told him


hear him


I asked him

I have not seen him

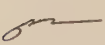
I haven't seen him before


I know him

I met him

I saw him

I told him

 I took him

let him

let him answer

 near him

recognize him

saw him

she met him

show him

take him

they told him

to find him

to him

we met him

we told him

when I told him

when I told him that

 when you saw him

when you told him

write him

you must give him

you saw him

you told him

you will find him

HOLDER

bondholder

copyholder

landholder

leaseholder

policyholder

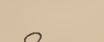
stockholder

HONOR

call the attention of your Honor

I ask your Honor

I ask your Honor to charge

 I call the attention of your Honor

if it please your Honor

if your Honor please

may it please your Honor

your Honor

HOUSE

at his house

at our house

at that house

condition of the house

customhouse

from house to house

from our house

from the house

house and lot

householder

House of Commons

House of Lords

House of Representatives

housewife

in this house

in which house

station house

storehouse

warehouse

what house

when the house

which house

HOW

about how far

about how far is it

about how long

about how long ago

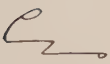
about how long have you been

about how many

about how many days

about how many feet

about how much


about how much money

as to how many

as to how much

do you know how far

do you know how long

do you know how long ago

do you know how long it has been

do you know how long it was

do you know how long they have been

do you know how long they remained

do you know how long you remained

do you know how many

do you know how many days

do you know how many days ago

do you know how many feet

do you know how many floors

do you know how much

do you know how much money

do you know how much they asked

do you know how much they gave

for how long

for how many

how are you

how did the accident happen

how did the accident occur

how did you

how did you do

how did you do that

how did you get off the car

how did you make

how did you make that

how did you make this

how far

how far away

how far east

how far is it

how far north

how far south

how far west

how fast

how is it

how it happened

(a) how long

how long ago

how long did you remain away

how long have

how long have you

(b) how long have you been

how long have you lived

how long have you lived there

how long have you occupied

how long is it

how long was he there

how long were you

how many

how many children

how many feet

Note: (a) Use L for "long" in phrases beginning with "how." (b) Omit "have you" after "long" and write the following words.

how much

how soon

how much of that

how soon after

how old are you

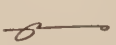
I don't know how long

how old were you

in how many

HUMAN

human being


human heart

human body

human nature

IMMATERIAL, ETC.

entirely immaterial

immaterial, irrelevant and incompetent

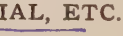
entirely irrelevant

incompetent, immaterial and irrelevant

illegal, incompetent, immaterial and irrelevant

incompetent, irrelevant and immaterial

illegal, incompetent, immaterial, improper and irrelevant


irrelevant, immaterial and incompetent

immaterial and irrelevant

irrelevant, incompetent and immaterial

INJURE, INJURY

bodily injury

physical injury

he was injured

serious bodily injury

personal injury

were you injured

IN-LAW

brother-in-law

mother-in-law

daughter-in-law

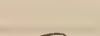
sister-in-law

father-in-law

son-in-law

INSTRUCT, INSTRUCTION

according to the instructions of the Court

 the Court instructs you

I instruct you

the Court instructs you that

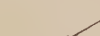
instruct her

you are instructed

instruct him

you are instructed that

instructions of the Court

 you are instructed that the defendant

JUDGE, JUDGMENT

according to ( ) best judgment

best judgment

according to ( ) judgment

better judgment

affect your judgment

give your best judgment

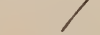
ask your judgment

in addition to the amount of the judgment

as near as ( ) can judge

in my judgment

as near as ( ) could judge

 in our judgment

in your judgment

judge of the facts

judges of the facts

judgment, attachment and execution

judgment of the Court

learned judge

my judgment

sole judge

that is my judgment

to the best of ( ) judgment

what is your best judgment

what is your judgment

JURY, JUROR, JURYMAN

as jurors

charge to the jury

common jury

court and jury

describe to the jury

exhibit to the jury

fair and impartial juror

fair and impartial juror in this case

fair and impartial juryman

for the jury

gentlemen of the jury

gives the jury

Grand Jury

I ask the Court to charge the jury

if accepted as a juror

if accepted as a juror in this case

if taken as a juror

if taken as a juryman

if the jury

if the jury find from the evidence

if the jury wish

if you are selected as a juror

if you are taken as a juror

instructs the jury

on the jury

satisfy the jury

selected as a juror

that the jury

the Court instructs the jury

*if you believe from the evidence that defendant

the Court instructs the jury that

** if you believe from the evidence that defendant

** the defendant

the Court instructs the jury the defendant

the jury are instructed that

the jury are instructed that the defendant

JUST

in just a minute

in just a moment

just a minute

just a moment

just as

just as great

just as much

just as quick as

just as quickly as

just as soon as

just as soon as ( ) can

just as they did

just as well

just as well as

just compensation

just how long

*Phrase beginning "the Court instructs the jury."
**Phrase beginning "the Court instructs the jury that."

just now

just one minute

just one moment

just refer

just the point

just the same

KNOW, KNOWN

as far as ( ) know

as well known

be it known

did you ever know

did you know

did you know her

did you know him

have you ever known

he is known

he is well known

how did you know

how did you know that

how do you know

how do you know that

how long have you known

how long have you known her

how long have you known him

I am at a loss to know

I do not know

I do not know her

I do not know him

I don't know

I don't know her

I don't know him

if he knows

if he knows that

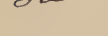
if you do not know

if you know

I have known her

I have known him

I know her


I want to know

know all men

know all men by these presents

knows that

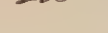
knows that there

not that I know of

of course you know

to make known

we know that

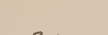

well-known

what you know

which is known as

you do not know

you know


you know that

KNOWLEDGE

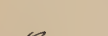
did you have any knowledge

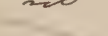
did you have any knowledge of the fact

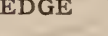
not to my knowledge

of your knowledge

personal knowledge


such knowledge


to his knowledge


to my knowledge

to the best of ( ) knowledge

to the best of ( ) knowledge and belief

to your knowledge

within your knowledge

LAW

according to the law

according to the law and the evidence

attorney at law

civil law

common law

 contrary to the law

 counselor at law

 criminal law

for the law of the case

in law

Interstate Commerce law

judge of the law

 law department

 law of the case

proceedings at law

upon the law and the evidence

LEFT

 I left her

 I left him

left foot

left hand

on the left

 on the left hand

when I left

when you left

LIKE

 anything like

it looks like

I would like to ask

I would like to become

I would like to have

I would like to know

I would like to inquire

under like circumstances

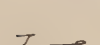
MANNER

economical manner

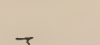
in the usual manner

first-class manner

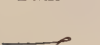
in what manner


in a systematic manner

satisfactory manner


in such a manner

such a manner


in the manner and form

systematic manner

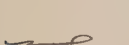
MARRIED

are you a married man

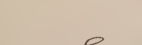
married son

are you a married woman

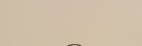
married woman


are you married

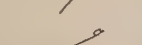
to be married


are you married or single

when and where were you married


married children

when I was married


married daughter

when were you married

married life

when we were married

married man

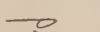
when you were married

MATERIAL

material allegation

material fact

 material cause

 material form

material change

 material gain

material difference

material interest

MATTER

about this matter

I call your attention to the matter

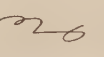
 arranges the matter

 in all matters

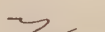
arrange the matter

in connection with the matter

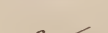
as a matter of convenience

 in reference to the matter

as a matter of course

 in regard to the matter

as a matter of fact

 into the matter

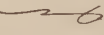
as a matter of form

look at the matter

as a matter of law

look into the matter

consider the matter

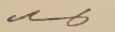
 matter of knowledge

determine the matter

matter of law

direct your attention to the matter

this is a matter

 what is the matter

with regard to the matter

with reference to the matter

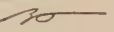
you will find this matter

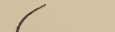
MEAN

all means

does that mean

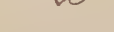
by all means

 do you mean by that

 by any means

this means

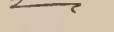
by means of which

 ways and means

by no means

what did you mean

by that means

 what did you mean by that

by this means

what did you mean by the

by which means

which do you mean

MEMBER

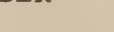
Member of Congress

member of the cabinet

Member of Parliament

member of the committee

member of the association

 member of the company

member of the bar

member of the council

member of the board

member of the family

 member of the legislature

member of the organizaton

member of the opposition

 member of the society

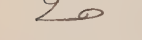
MILE, MILES

four miles an hour

mile long

half a mile

 miles an hour

 how many miles an hour

three miles an hour

mile and a half

two miles an hour

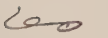
MIND

bear in mind

in your mind

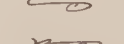
frame of mind

 keep in mind

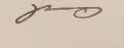
 human mind

satisfy your mind

 in my mind

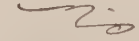
 to my mind

into your mind

 will you keep in mind

MONTH

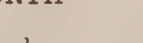
day and month

 for many months

 during the month

in what month

 few months

 last month

many months

month or two

month or two ago

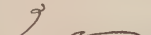
next month

next month or two

past month

several months

several months ago

 the last of this month

 this month

MORNING

every morning

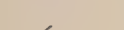
following morning

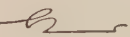
Friday morning

in the morning

Monday morning

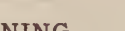
on that morning

 on this morning

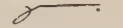
 Saturday morning

 Sunday morning

Thursday morning

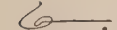
 to-morrow morning

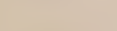
Tuesday morning

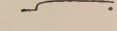
 Wednesday morning

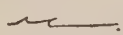
 yesterday morning

MORTGAGE

 bond and mortgage

 bond and mortgage deed

 chattel mortgage

 first mortgage

 mortgage deed

second mortgage

NAME

by the name

give your name to the jury

name as many

name some

under your name

what is your full name

what is your full name and address

what is your name

what is your name and address

what is your name and business

what is your name, please

what is your name, residence and occupation

NECESSARY

absolutely necessary

all necessary attention

all necessary information

is it necessary that

it is necessary

it is quite necessary

it would be necessary

necessary information

that is necessary

what is necessary

NEGLECT, NEGLIGENCE, NEGLIGENT

act of negligence

carelessness and negligence

carelessness or negligence

carelessness or negligence of the defendant

contributorily negligent

contributory negligence

contributory negligence of the defendant

culpable negligence

defendant's neglect

defendant's negligence

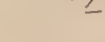
due to the negligence of defendant

guilty of contributory negligence

guilty of neglect

guilty of negligence

guilty of such negligence

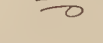

guilty of the negligence

neglect of the defendant

negligence and carelessness

negligence of defendant

negligent conduct


on account of the neglect

on account of the negligence

NIGHT

by day and night

day and night

every night

following night

Friday night

in the night

last night

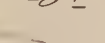
Monday night

night and day

on that night

on this night

Saturday night


Sunday night

that night

this night

Thursday night

to-morrow night

 to-night

Tuesday night

 Wednesday night

NO

no doubt

no, I did not

 no, I do not

no, I do not believe

no, I don't have anything to do

no, I have not

no, I never did

no, sir, I am not

no, sir, I cannot

no, sir, I can't

no, sir, I could not

no, sir, I couldn't

 no, sir, I did not

no, sir, I didn't

no, sir, I do not

no, sir, I don't

 no, sir, I have not

 no, sir, I haven't

no, sir, I would not

no, sir, I wouldn't

NOTICE

did you ever notice

did you receive notice

 did you notice

did you serve him with notice

did you serve them with notice

location notice

notice of the fact

what notice

were you served with notice

what was that notice

OBJECT, OBJECTION

I object to the conversation

* by the defendant

objected to

* if the Court please

* as calling for the conclusion

* if your Honor please

* as incompetent, irrelevant and immaterial

* on the ground

* by counsel

objection overruled

* by counsel for defendant

objection sustained

* by counsel for the defendant

object to the conversation

* by defendant

sustain the objection

OBSERVE

did you observe

** the condition of the street

** the condition

had you observed

** the condition of the floor

I did not observe that

** the condition of the house

what did you observe

** the condition of the man

you did not observe

*Phrase beginning "objected to."
**Phrase beginning "did you observe."

OFFICE

central office

general office

 home office

 in my office

in our office

in what office

 post office

 post-office department

OFTEN

have often

how often

 I have often

I often

not often

not very often

this often

very often

we often

you often

OPINION

 any opinion

did you have any opinon

did you know his opinion

has no opinion

have you formed or expressed an opinion

he had no opinion

his opinion on the subject

his opinion was

I am of the opinion

I gave my opinion

I had no opinion

I have given my opinion

I have my opinion

I have no opinion

in her opinion

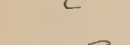
in his opinion

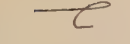
in my opinion

in your opinion

is it your opinion that

it is my opinion

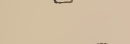

it was her opinion

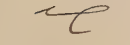

I would like to ask your opinion

I would like your opinion.

matter of opinion

my opinion on the subject

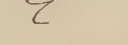

not in our opinion

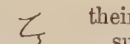

our opinion on the subject

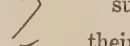
she had no opinion

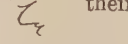
that is our opinion

their opinion on the subject

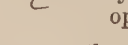

their opinion was

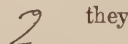

they are of the opinion

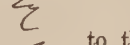

they have no opinion

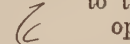

to the best of ( ) opinion

we are of the opinion


we have our opinion

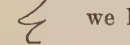

we told our opinion


what in his opinion


what in your opinion

what is your opinion

you are of the opinion


you had no opinion

you have no opinion

your opinion on the subject

ORDER

by order of the Court

does order, adjudge and decree

doth order, adjudge and decree

further ordered, adjudged and decreed

in order to be able

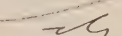
in order to determine

in order to determine the facts

in order to judge

in order to know

in order to learn


in order to prove

in order to recover

is it ordered

it is ordered

it was ordered

law and order

mail order department

order, adjudge and decree

point of order

restraining order

OTHER

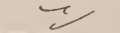
any other fact

before any other

before no other

if you can find any other

in other words

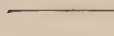

just as well as the other

no other

one other

on the other hand

somehow or other

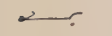
 some other

something or other

 somewhere or other

were there any other

OUT

 burn out

can you find out

fill out

find out

I want to find out

out of court

 send out

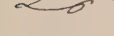
 straighten out

to find out

turn out

OWN

do you own

 do you own anything

from your own knowledge

from your own personal knowledge

his own knowledge

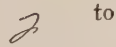
I have my own opinion

my own

my own business

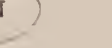
my own case

 not to my own knowledge

 of his own personal knowledge

of my own knowledge

of my own personal knowledge

 of your own knowledge

our own business

we have our own opinion

 you have your own opinion

 your own knowledge

your own judgment

your own view

PART, PARTY

contention on the part of defendant

on his part

 contention on the part of the defendant

on my own part

Democratic Party

on my part

during the early part

 on our part

 during the latter part

on the part

early part

on the part of defendant

for my own part

 on the part of the defendant

 for the most part

party of the first part

front part of the car

party of the second part

in all parts of the world

party of the third part

in the early part

rear part of the car

in the latter part

Republican Party

my own part

 Socialist Party

no part

the latter part

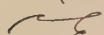
PEOPLE

American people

my own people

did you find the people

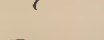
number of people


do you know how many people

people's exhibit

for the people

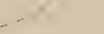
quite a number of people


great many people

were there many people

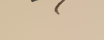
PLACE

above-named place


in the last place

at that place

in the next place


at the same place

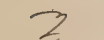
in the second place

at this place

in which place

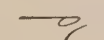
can you find the place

in your place


first place

my place

from place to place


place of business

how did you find the place

take place

in my place

third place

in the first place

what took place

PLAINTIFF

above-named plaintiff

against the plaintiff

are you acquainted with plaintiff

attorney for plaintiff

before the plaintiff

believe from the evidence that plaintiff

by the plaintiff

called for the plaintiff

carelessness and negligence of the plaintiff

carelessness or negligence of the plaintiff

contention on the part of the plaintiff

contributory negligence of the plaintiff

counsel for the plaintiff

did you find the plaintiff

do you know plaintiff

do you know the plaintiff

do you know the plaintiff in this case

due to the negligence of plaintiff

entitle the plaintiff

find for plaintiff

find for the plaintiff

find from the evidence that plaintiff

for or against plaintiff

for or against the plaintiff

if the plaintiff knew

if you believe from the evidence that plaintiff

in behalf of plaintiff

in favor of defendant and against plaintiff

in favor of plaintiff

in favor of plaintiff and against defendant

is the plaintiff

it seems that the plaintiff

learned counsel for the plaintiff

negligence of plaintiff

objected to by counsel for plaintiff

objected to by counsel for the plaintiff

objected to by plaintiff

objected to by the plaintiff

on behalf of the plaintiff

plaintiff's case

plaintiff's counsel

plaintiff's exhibit

plaintiff's negligence

representing plaintiff

representing the plaintiff

seal an exception for plaintiff

the Court instructs the jury that if you believe from the evidence that plaintiff

the jury are instructed that the plaintiff

theory of plaintiff

to give the plaintiff

upon plaintiff

upon the plaintiff

wasn't the plaintiff

wherein the plaintiff

who is the plaintiff

you are instructed that the plaintiff

you do not know the plaintiff

you do not know the plaintiff in this case

PLATFORM

back platform

back platform of the car

front platform

front platform of the car

rear platform

rear platform of the car

POSITIVE

I am not positive

I would not be positive

I can't be positive

why are you positive

I could not be positive

you would not be positive

POSSIBLE, POSSIBLY

as early as possible

I cannot possibly

as far as possible

if it were possible

as many as possible

is it not possible

as rapidly as possible

is it possible that

as soon as possible

it is not possible

at the earliest possible

it is possible

at the earliest possible minute

just as soon as possible

at the earliest possible moment

that is not possible

can it be possible

you cannot possibly

PREJUDICE

bias or prejudice

I have no prejudice

have you any prejudice

prejudice, bias or sympathy

prejudice his mind

prejudice or bias

prejudice your mind

you have no bias or prejudice

you have no prejudice

you have no prejudice or bias

PREPONDERANCE, PREPONDERATING

believe from a preponderance of evidence

believe from a preponderance of the evidence

by a preponderance of evidence

by a preponderance or greater weight of evidence

fair preponderance of evidence

from a preponderance of evidence

from a preponderance or greater weight of evidence

if you believe from a preponderance of evidence

* that defendant

* that plaintiff

preponderance of evidence

preponderance of the evidence

preponderating evidence

** if you believe from a preponderance of evidence that defendant

** if you believe from a preponderance of evidence that plaintiff

** that if you believe from a preponderance of evidence

PRIOR

prior to entering

prior to that date

prior to the accident

prior to the date

prior to the day

prior to the meeting

prior to the organization

prior to your connection

*Phrase beginning "if you believe from a preponderance of evidence."

**Phrase beginning "the Court instructs the jury."

PURPOSE

for a certain purpose

for other purposes

for that purpose

for the purpose

for the purpose of determining

for the purpose of making

for the purpose of showing

for the purpose of sustaining

for the purpose of taxation

for the same purpose

for this purpose

for which purpose

what is the purpose

what was your purpose

QUESTION

accident in question

allow your question

answer my question

answer that question

answer the question

are you ready for the question

before the accident in question

but this is the question

by your question

consider the question

consider the question of damages

consider your question

determine the question

hypothetical question

I ask that question

injury in question

into that question

into the question

I object to that question

I object to the question

is there any question

it is a question for your Honor

it is a question of fact

I want to ask a question

I will allow your question

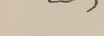
let him answer the question

machine in question

my question

objection to the question

object to the question


one or two questions

on that question

on the date in question

on the day in question

on this question

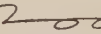
please answer the question

question at issue

question in mind

question in my mind

question of damages


question of fact

question of law

questions of fact

questions of law

reach the question

strike out the question

that is not the question

that is the question

to any question

to which your question

upon the question

what is the question

what was your question

will you answer my question

will you answer the question

withdraw your question

you may answer the question

your question

RATE

at any rate

day rate

death rate

first-rate

joint rate

rate of interest

special rate

tax rate

REASON, REASONABLE, REASONABLY

beyond all reasonable doubt

beyond a reasonable doubt

by reason

by reason of such

by reason of the carelessness

by reason of the carelessness and negligence

by reason of the contributory negligence of the defendant

by reason of the contributory negligence of the plaintiff

by reason of the fact

by reason of the fact that the

by reason of which

do you know any reason

do you know of any reason

fair and reasonable

for several reasons

for some reason or other

for that reason

for the further reason that

for the reason

for the reason that

for the same reason

for this reason

for your reasons

just and reasonable

no reason in the world

reasonable and ordinary care

reasonable care

reasonable care and caution

reasonable certainty

reasonable damages

reasonable degree

reasonable degree of care

reasonable degree of care and caution

reasonable diligence

reasonable doubt

reasonable notice

reasonable number

reasonable question

reasonable request

reasonable satisfaction

reasonably prudent person

reasonably safe

reasonably safe place

reasonably satisfactory

satisfactory reason

what is the reason

what was the reason

your reasons

RECALL

as I recall

can you recall

can you recall the complainant

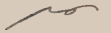
can you recall the day

can you recall the defendant

can you recall the occasion

can you recall the plaintiff

do you not recall


do you recall

do you recall anything

do you recall anything else

I can't recall

I do not recall

I don't just recall

I don't recall

not that I recall

recall that

recall the

recall the defendant

recall the payment

recall the place

recall the plaintiff

recall the position

recall this

RECOLLECT

as far as ( ) recollect

as near as ( ) can recollect

can you not recollect

can you recollect

don't you recollect

do you not recollect

do you recollect

I cannot recollect

I can't recollect

I could not recollect

 I do not recollect

I don't recollect

RECOLLECTION

according to ( ) best recollection

according to ( ) recollection

as a matter of recollection

from your recollection

have you any recollection

I have no recollection

knowledge and recollection

my best recollection

my own recollection

my recollection

my recollection is that

my recollection of the accident

my recollection of the circumstances

my recollection of the conversation

refresh your recollection

 that is my recollection

to my best recollection

to my recollection

to the best of ( ) knowledge and recollection

 to the best of ( ) recollection

to your recollection

what is your best recollection

what is your recollection

 you may refresh your recollection

your best recollection

your recollection

REMEMBER

as near as ( ) can remember

as ( ) remember it

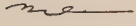
as you will remember

be it remembered

can you not remember

can you remember

distinctly remember


don't you remember

do you not remember

do you remember

do you remember the circumstances

do you remember the date

do you remember the day

do you remember what

do you remember when

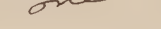
how did you remember

how do you remember

I can't remember

I can't remember the date

I can't remember the day


I could not remember

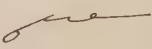
I do not remember

I don't remember

I don't remember the date

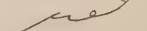
I don't remember the day

not that I remember


not that I remember of

please remember

please remember that


that you remember

which you remember

you do not remember

you do not remember when

you will remember that

you will remember

you will remember the

RIGHT

am I right

right foot

at your right

right hand

is that right

right or wrong

on the right hand

right, title and interest

on the right or left

right, title or interest

quite right

that is not right

right along the

that is right

right and wrong

was it right

right angle

 within your rights

ROOM

anteroom

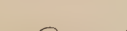
bar room

back bedroom

bathroom

back room

 bedroom

 baggage room

best room

court room

dining room

 front bedroom

front room

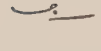
how many rooms

 jury room

living room

main room

 private room

 reading room

rear room

 reception room

sales room

shipping room

side bedroom

sitting room

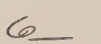
smoking room

stock room

trading rooms

upstairs rooms

SAFETY

 for her own safety

 for his own safety

for his own safety and protection

health and safety

 personal safety

safety and protection

SAID

against said defendant

against said plaintiff

against the said defendant

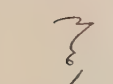
against the said plaintiff

as I said before

at said place

by the said defendants

by the said plaintiffs


cannot be said

charged in said complaint

charged in said declaration

do you know how much they said

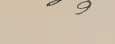
during the life of said contract

he said to me

I believe I said

I have said

in said case


in said complaint

I said to her

I said to him

never said

of said contract

said and done

said complaint

said condition

said contract

said copy

said date

said day

said deed

said materials

said number

said party of the first part

said party of the second part

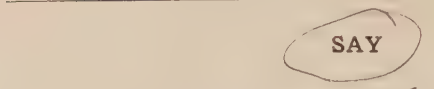
said party of the third part

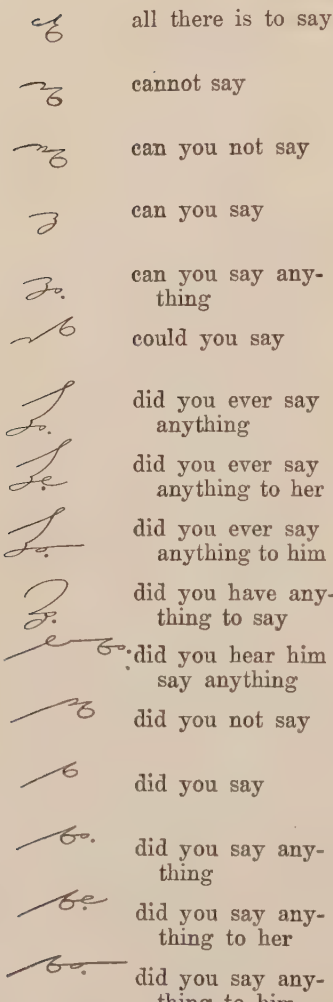
the said party of the first part

the said party of the second part

the said party of the third part

SAY





all there is to say
cannot say
can you not say
can you say
can you say anything
could you say
did you ever say anything
did you ever say anything to her
did you ever say anything to him
did you have anything to say
did you hear him say anything
did you not say
did you say
did you say anything
did you say anything to her
did you say anything to him
did you say anything to Mr.
did you say anything to Mrs.
do you mean to say
I am at a loss to say
I am going to say
I cannot say
I can't say
I could not say
I dare say
I decline to say
I did say
I do not say
I don't say
I may say
I must say
inclined to say

I refuse to say

I should say not

it is for you to say

it is hard to say

I will not say

I would like to say

no, sir, I can't say

no, sir, I can't say I have

seems to say

that is to say

unable to say

were you saying

what did you mean by saying

what did you say

what did you say to him

what were you saying

what you say

will you please say

will you say

would not say

would you say

you can't say

you could not say

you do not say

you don't say

you mean to say

you say you do not

you say you never

you say you never did

you say you told him

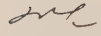
you will not say

you will say

you would not say

you wouldn't say

SECRETARY


secretary and treasurer

Secretary of Agriculture

Secretary of Commerce

Secretary of Labor

secretary of the company

secretary of the corporation

Secretary of the Interior

Secretary of the Navy

Secretary of the Treasury

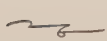
Secretary of War

SEE

come to see her

come to see him

could you see her


could you see him

did you ever see

did you ever see defendant

did you ever see him before

did you ever see the defendant

did you see

did you see defendant

did you see her

did you see him

did you see me

did you see the defendant

I asked to see her

I asked to see him

I came to see her

I came to see him

I could not see

I want to see

I want to see her

I want to see him

see her

to see her

to see him

unable to see

what did you see

when next did you see her

when next did you see him

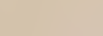
will see her

SIDE

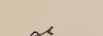
both sides

east side

either one side or the other

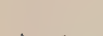

either side

fair and impartial to both sides


left-hand side

north side

one side


one side or the other

on one side

on the left-hand side

on the left side

on the one side

on the other side

on the right-hand side

on the right- or left-hand side

on the right side

on this side

right alongside

right-hand side

south side

west side

SIDEWALK

all over the sidewalk

did you observe the condition of the sidewalk

east side of the sidewalk

inside of the sidewalk

new sidewalk

north side of the sidewalk

old sidewalk

on which side of the sidewalk

on which sidewalk

outside of the sidewalk

south side of the sidewalk

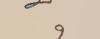
west side of the sidewalk

SINCE

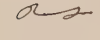
ever since

ever since that

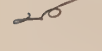
ever since then


ever since they have been

how long since


long since

since that date


since that day

since that evening

since that is the

since the accident

since then

since they have been

since this case

since this is a case

since when

since you have

since you have don.

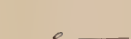
SO

and if so

and so forth

and so on

day or so


did you hear him say so

did you say so

I don't believe so

if so

in a day or so

in order to do so

in so far as

I should say so

is it not so

isn't that so

is that so

it is not so

month or so

next day or so

no, I don't believe so

say so

so as to be

so as to know

so as to make

so-called

so far as ( ) recollect

so far as the defendant

so far as the plaintiff

so many

so that it was

so to speak

that is so

to do so

who said so

you don't say so

you may do so

 you may say so

SPEED

about what rate of speed

at about what rate of speed

at such a rate of speed

at that rate of speed

at what rate of speed

at what speed

high rate of speed

rate of speed

that rate of speed

what rate of speed

STAIRS

back stairs

downstairs

flight of stairs

front stairs

I went downstairs

I went upstairs

upstairs

upstairs and down

STATE, STATED

able to state

against the peace and dignity of the state

are you able to state

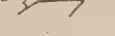
as stated

can you state

can you state how long

can you state how many

can you state how much


city, county and state

criminal law of the state

did you ever state

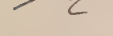
did you not state

did you not state your opinion

do you know how long they stated

go ahead and state

go on and state


go on and state to the jury

I could not state

I have stated my opinion

in such a state

in the state of

I stated my opinion

I want to state

I want to state to the jury

I want you to state

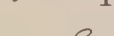
I want you to state to the jury

I will state to the jury

I wish you would state

I would like to state

just state


just state the facts

just state to the jury

just state what you observed

please state

please state to the jury

please state your name

Secretary of State

State Department

state how long

state how many

state how much

state if you know

state's exhibit

state that again

state that again, please

state the facts

state to the jury

state what happened

state what you did

state what you observed

state your name

state your name and residence

state your name, please

state your name, residence and occupation

state your objection

they have stated their opinion

we have stated our opinion

we stated our opinion

which you have stated

will you please state

will you please state your name

will you state

will you state the circumstances

will you state to the jury

STATEMENT

bank statement

by your statement

can you find the statement

in your statement

statement of account

statement of claim

statement of facts

statement of the facts

STORE

book store

drug store

candy store

dry goods store

corner store

grocery store

department store

shoe store

SURE

are you sure

I am quite sure

are you sure that

I will not be sure

be sure

I would not be sure

can't be sure

quite sure

I am not sure

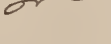
you are sure

SWEAR

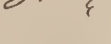
cannot swear

do you mean to swear

can you swear


I could not swear

could you swear


I could not swear positively

did you not swear

I swear

did you swear

I will not swear

I will swear

I would not swear

I would not swear positively

will you swear

will you swear positively

would not swear

would not swear positively

would you swear

you will swear

 you will swear positively

SWORE, SWORN

being duly sworn

 being duly sworn and examined

being first duly sworn

being first duly sworn and examined

I swore

subscribed and sworn to

sworn and examined

 sworn falsely

TELL

as near as ( ) can tell

can you tell

can you tell how long

 can you tell how many

can you tell how much

can you tell me

could you tell

 did you tell

did you tell him

did you tell me

do you mean to tell

do you mean to tell the jury

how can you tell

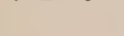
I could not tell

just tell the jury

please tell the jury

tell him

tell how long


tell me

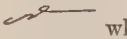
tell the Court

tell the Court and the jury

tell the jury

tell what you did

tell your opinion


what did you tell him

when did you tell him

will you tell

will you tell the jury

TERMS

according to the terms

according to the terms of the contract

are you familiar with the terms of the contract

in accordance with the terms of the contract

on equal terms

term of the contract

terms of the contract

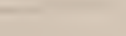
under the terms of the contract

TESTIFY, TESTIMONY

according to the testimony

and testify

are you testifying

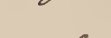

can you testify

change your testimony

conflicting testimony

consider the testimony

consider the weight of the testimony


correct your testimony

defendant's testimony

direct testimony

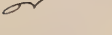
do you mean to testify

do you want to testify

I call your attention to the testimony

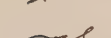
I could not testify

if they find from the testimony


if you find from the testimony

in accordance with the testimony

in addition to the testimony


in addition to this testimony

in his testimony

in reference to the testimony

in your direct testimony

in your testimony

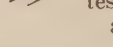
my recollection of the testimony

plaintiff's testimony

present your testimony

testimony of defendant

testimony of plaintiff


weight of the testimony

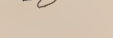
will you testify

you are testifying

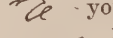
your complete testimony

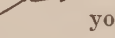
your direct testimony

THAN


better than

better than you, your


faster than

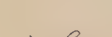

faster than that

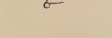
further than

further than that

greater than

higher than

 larger than

 longer than

lower than

more than

nearer than

no longer than

no more than that

 not less than

not more than

oftener than

other than

other than that

quicker than

rather than

 shorter than

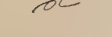
worse than

THAT-YOU

by that you mean

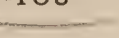
by that you mean to say

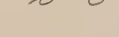
that you are

 that you can

that you did

that you intend

 that you may

 that you remember

that you shall be

that you shall have

that you will be

that you will have

THERE-WERE

as there were

I believe there were

 there were

 there were any

there were as many

there were many

 there were no

 there were no other

there were not

 there were so many

THEY-WERE

 if you can find they were

 if you find they were

I know they were

they were

they were not

they were there

THING, THINGS

about these things

condition of things

 in regard to such things

is there such a thing

 nature of things

 one of the first things

 state of things

 there are many things

there are some things

 there were many things

 there were some things

what was the next thing

THINK

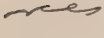
because you think

can you think

can you think of any

can you think of any reason

can you think of anything

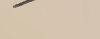

did you ever think

don't you think

do you not think

do you not think so

do you think


do you think so

I do not think

I do not think I said

I don't think

I don't think I said

I don't think so

if you think

inclined to think

I think it is

I think it was

I think so

I think they are able

I think they were

I think you will

no, I don't think so

no, sir, I do not think so

what did you think

whatever you think

which do you think

which you think

you don't think

you think so

TIME

about how many times

about how much time

about that time

about the time

about what time

about what time of day

about what time of night

about what time of the day

about what time of the night

after that time

after this time

all of the time

ample time

another time

any length of time

any other time

any time

at about what time

at all times

at any one time

at any other time

at any time

at any time and place

at one time

at or before the time

at such a time

at that time

at that time and place

at the last time

at the present time

at the same time

at the same time and place

at the time

at the time and place

at the time and place in question

at the time in question

at the time of the accident

at the time of the conversation

at the time you saw him

at this time

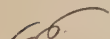
at what time

at which time

at which time and place

before that time

before the time


between that time

beyond which time

by that time

by the time

by this time

can you recall the time

considerable time

different times

do you know how long a time

do you know how many different times

do you know how many times

do you know how much time

ever since that time

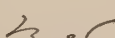
ever since the time

every time

first time

for a certain length of time

for a certain time


for a considerable length of time

for a considerable time

for a long time

for a long time past

for a long time to come

for any length of time

for quite a long time

for that time

for the first time

for the last time

for the second time

for the time being

from time to time

how many times

I remember the time

is that time

it is some time ago

it was some time

it was some time ago

just at that time

just at the time

length of time

long time

many times

much of your time

night time

now is the time

number of times

on or about that time

on or before that time

part of my time

period of time

previous to that time

previous to the time

question of time

recall the time

several different times

since that time

so many times

some time before

some time or other

state how long a time

take your time

that at the time

that is the only time

the time you mention

time after time

time and time again

time of day

time of night

time of the day

time of the night

very short time

what time of day

what time of night

what time of the day

what time of the night

what time was that

with reference to that time

TRACK

branch line track

car track

eastbound track

east track

first track

main line track

main track

northbound track

north track

railroad track

 second track

southbound track

south track

street car track

switch track

wagon tracks

westbound track

west track

TRIAL

fair and impartial trial

 for a new trial

 new trial

on the trial

 on trial

trial balance

UNDERSTAND, UNDERSTOOD

 as ( ) understand it

 did I understand you to say

distinctly understood

 distinct understanding

 do you mean to be understood

do you understand

do you understand the answer

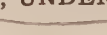
 do you understand the question

 do you want the jury to understand

do you want us to understand

I do not believe I understand you

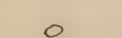
I do not believe you understood me

 I don't understand what you say

in order to understand

it is understood

 I understand you to say

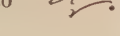

I understood you to say

I would like to understand

understand the evidence

understand the testimony

what was the understanding


with the understanding

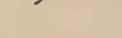
your understanding

you will readily understand

UNITED STATES

cities of the United States

citizens of the United States


Constitution of the United States

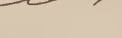
in the United States

lawful money of the United States

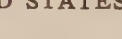
* of America

president of the United States

representative of the United States

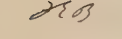

senator of the United States

Supreme Court of the United States

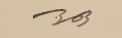

United States of America

vice-president of the United States

UP


bring the matter up

bring up

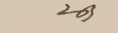

brought the matter up

brought up

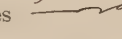
call up

came up

come up


frame up

get up


got up

* Phrase beginning "lawful money."

he got up

I got up

I went up

laid up

made up

make up

 paid-up policy

set up

take the matter up

take up the matter

to make up

up and down

up and down stairs

up to that time

up to the time

write up

US

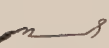
 between us

can you give us

can you tell us

do you mean to tell us

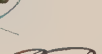
give us

 give us details

 give us your name, please

have you told us

kindly give us

 kindly tell us

let us

let us say

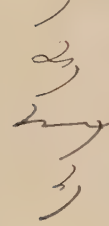
please tell us

tell us

to give us

told us

VALUE



cash value

fair and reasonable value

fair cash market value

full value

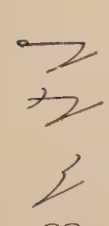
market value

reasonable market value

reasonable value

surrender value

VERDICT



determine your verdict

fair and impartial verdict

find a verdict

in arriving at a verdict

render a fair and impartial verdict

render a verdict

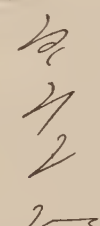
render a verdict for defendant

render a verdict for plaintiff

verdict for defendant

verdict for plaintiff

verdict in favor of defendant



verdict in favor of plaintiff

verdict of the jury

your verdict

your verdict must be

your verdict must be for defendant

your verdict must be for plaintiff

your verdict ought to be for defendant

your verdict ought to be for plaintiff

your verdict shall be for defendant

your verdict shall be for plaintiff

your verdict should be for defendant

your verdict should be for plaintiff

your verdict will be

your verdict will be for defendant

your verdict will be for plaintiff

WAY (see AWAY)

any way

each way

in a business way

in a general way

 in any way

 in a reasonable way

in every way

in such a way

in that way

 in the usual way

 is there any way

 on account of the way

one way or another

one way or other

one way or the other

 on his way

 out of the way

 some way

 some way or other

that is the only way

that is the way

that way

 which is the way

 which way

which way did he go

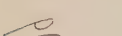
which way did she go

which way did they go

which way did you go

WEEK

about how many weeks


day of the week

do you know how many weeks ago

during the week

from week to week

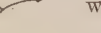
in a week or so

state how many weeks

week by week

week or so

week or ten days


week or two

week or two ago

WHEN-DID-YOU

about when did you

when did you

when did you advise

when did you do so

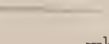
when did you do that

when did you employ

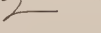
when did you examine

when did you find

when did you find him

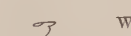

when did you find that

when did you find them

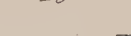

when did you first

when did you first get there

when did you first go


when did you first know

when did you first make


when did you first meet

when did you first see

when did you first see him

when did you get there

when did you give

when did you go

when did you have

when did you have the conversation

when did you inquire

when did you last

when did you last see

when did you let

when did you let me know

when did you make

when did you make an examination

when did you make the

when did you make the examination

when did you meet

when did you meet him

when did you next see

when did you next see her

when did you next see him

when did you read

when did you receive

when did you regard

when did you remember

when did you reply

when did you reply to the letter

when did you say

when did you say it was

when did you see

when did you see him

when did you see the defendant

when did you see the plaintiff

when did you tell

when did you tell her

when did you tell me

when did you write

when did you try

when did you write her

when did you try to find out

when did you write him

WHERE

about where it was

where did you get off

about where was he

where did you get off the car

just where

where did you get on

where are you employed

where did you get on the car

where did

where did you go

where did the accident happen

where did you go then

where did the accident occur

where did you live

where did you

where did you meet him

where did you find

where did you observe him

where did you find that

where did you observe the defendant

where did you find them

where did you observe the plaintiff

where did you first

where did you reside

where did you first see

where did you say to him

where did you see

where did you see her

where did you see him

where did you see me

where did you work

where do you live

where do you reside

where do you work

where had you

where had you been

where had you lived

where had you worked

where have you been

where he was

where is that

where is this place

where is your place of business

where it is

where it lay

where it was

where it will be

where was

where was he

where was it

where was that

where was the

where was the conductor

where was this

where were you

where were you at the time

where were you born

where were you employed

where were you going

where were you injured

WHETHER, WHETHER-OR-NOT

can't you tell whether or not

can you not recollect whether or not

can you recall whether or not

can you recollect whether or not

can you recollect whether there

can you recollect whether there was

can you recollect whether there were

can you remember whether

can you remember whether or not

can you say whether or not

can you state whether or not

can you swear whether or not

can you tell whether or not

could you tell whether or not

do you know whether

do you know whether or not

do you know whether there

do you know whether there is

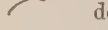
do you know whether there was

do you know whether there were

do you not recollect whether or not

do you not recollect whether there

do you recollect whether


do you recollect whether there was

do you recollect whether there were

do you remember whether

how can you tell whether or not

I am not sure whether

I ask whether

I ask you to state whether or not

I cannot recollect whether

I cannot recollect whether or not

I cannot remember whether or not

I cannot say whether or not

I cannot tell whether or not

I can't recollect whether or not

I can't say whether or not

I could not say whether or not

I do not know whether

I do not know whether it was

I do not know whether or not

I do not know whether there was

I do not recollect whether or not

I do not remember whether

I do not remember whether or not

if you know whether or not

it is for you to say whether or not

I will ask whether

I will ask whether or not

I will ask you to state whether or not

I wish you would state whether or not

I would like to ask whether

I would like to ask whether or not

I would like to know whether

I would like to know whether or not

let me ask whether

let me ask whether or not

let me ask you whether or not

please state whether or not

please state whether there was

please state whether there were

state in your opinion whether or not

state to the jury whether or not

state whether

state whether or not

tell the jury whether or not

unable to say whether or not

whether or no

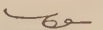
whether or not

whether or not you know

will you please state whether

will you state whether

will you state whether or not


will you swear whether or not

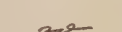
you do not know whether

you do not remember whether

you do not remember whether or not

you know whether

you know whether or not


you must determine whether or not

WHILE

great while

little while

meanwhile

once in a while

quite a while

worth while

WILLING

are you willing

are you willing to state

are you willing to swear

I am not willing

I am quite willing

would you be willing

would you be willing to have

would you be willing to say

would you be willing to state

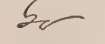
would you be willing to swear

WITNESS

as a witness

by the witness

by the witness on the stand


calling for the conclusion of the witness

conclusion of the witness

did you witness

in witness whereof

objected to as calling for the conclusion of the witness

take the witness

witness for the defense

witness for the prosecution

witness stand

YEAR

about how many years

couple of years

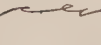
day and year

do you know how many years ago

during the year

for a number of years

for many years


how many years

how many years ago

in the year of our Lord

in years gone by

many years ago

number of years ago

on the day and year

on the day and year aforesaid

several years

so many years

some years ago

ten years

what year was that

year after year

year or so

 year or two

 year or two ago

 years of age

 years old

YES

I have met him, yes, sir

I have seen him, yes, sir

yes, I am

yes, I have

yes or no

yes, sir

yes, sir, I am

yes, sir, I can

yes, sir, I could

 yes, sir, I did

yes, sir, I did for a fact

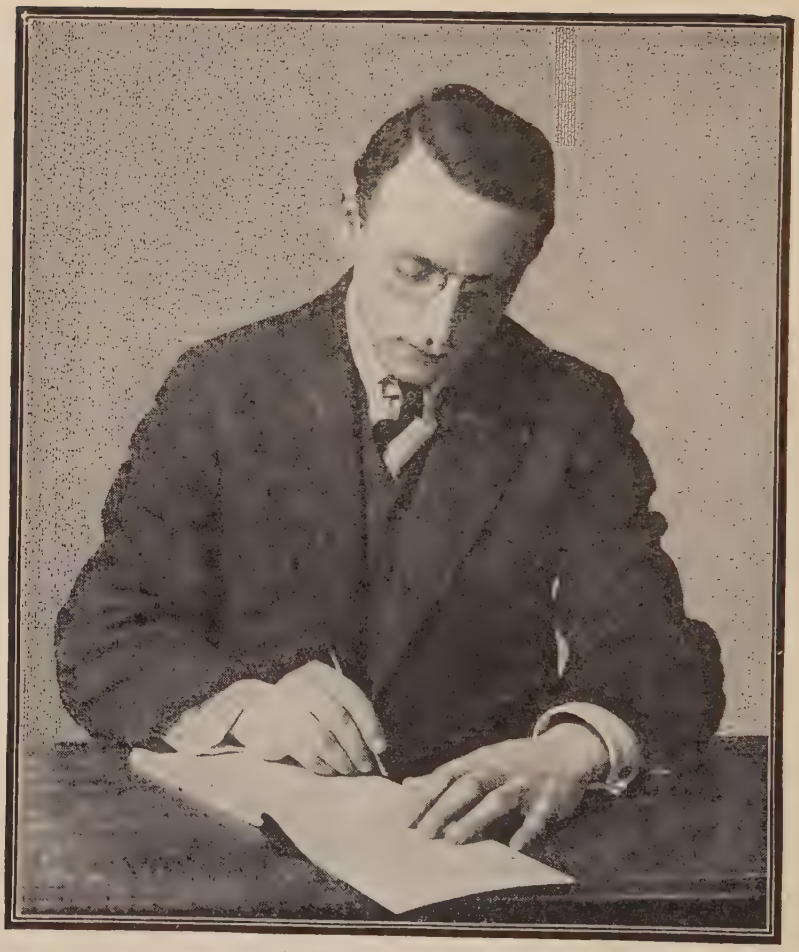
yes, sir, I do

 yes, sir, I have

 yes, sir, I think

yes, sir, I think so

 yes, sir, that is the

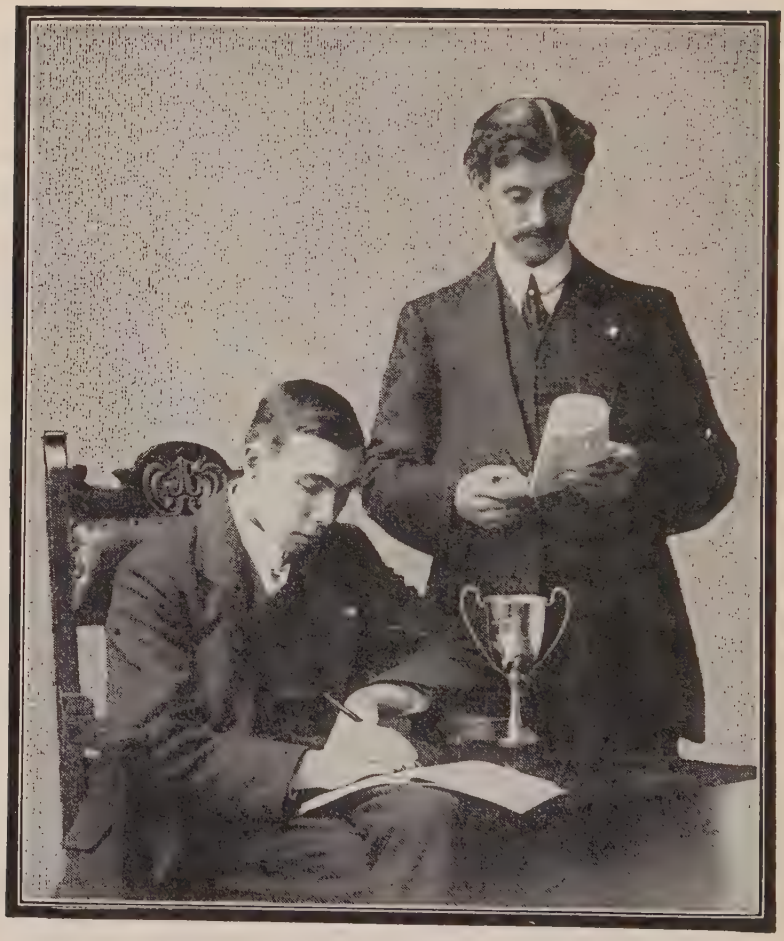


JOSEPH M. SHAFFER

WRITING POSITION OF MR. JOSEPH M. SHAFFER, WHO WAS OFFICIAL REPORTER AND PRIVATE SECRETARY TO FORMER SECRETARY OF THE TREASURY MCADOO DURING HIS ADMINISTRATION

GREGG REPORTING SHORTCUTS

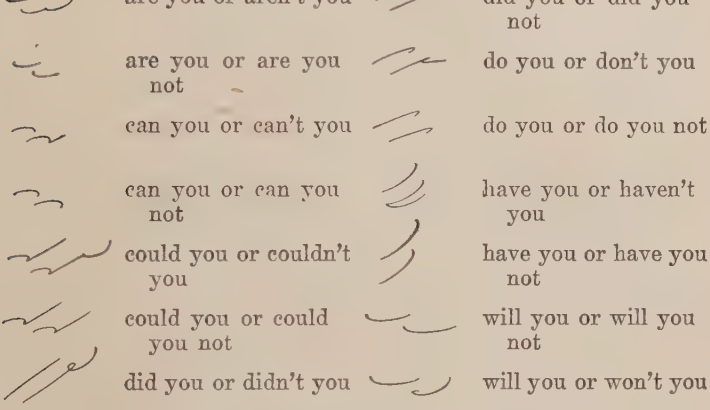
PART THREE



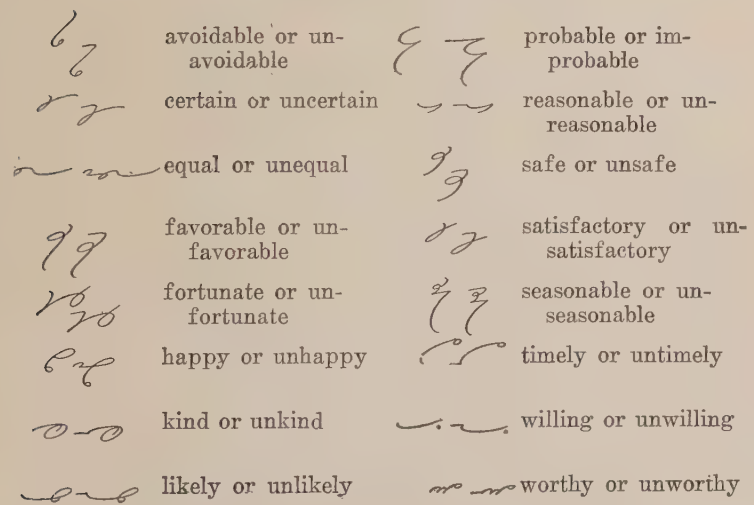
E. W. CROCKETT

WRITING POSITION OF MR. E. W. CROCKETT, WINNER OF THE BRITISH JUNIOR CHAMPIONSHIP, 1912

AFFIRMATIVE AND NEGATIVE PHRASES


are you or aren't you
are you or are you not
can you or can't you
can you or can you not
could you or couldn't you
could you or could you not
did you or didn't you
did you or did you not
do you or don't you
do you or do you not
have you or haven't you
have you or have you not
will you or will you not
will you or won't you

ALTERNATIVE PHRASES



REPETITION MARKS

Repetition, ditto, marks (written rather long) are used when a witness repeats identically his last answer, or when the counsel repeats identically his last question. When a few other words, like "I said," precede the repeated words, such words should be written in shorthand and the repetition marks may be used to indicate the part that is repeated.

If the answer repeats only the latter part of a question, make the repetition marks and underscore the point in the question at which the repetition begins. In the same way the repetition marks may be used when the question repeats the answer or the latter part of the answer. The testimony on the opposite page illustrates the use of the repetition marks in these different cases.

(KEY TO SHORTHAND ON OPPOSITE PAGE)

Q. You are absolutely sure that he was seen at that time? A. Yes, sir, I am absolutely sure that he was seen at that time.

Q. You cannot be mistaken about that? A. I think not.

Q. And you say you met him first at the corner of Broadway and 42d Street and walked across 42d Street to Fifth Avenue? A. Yes, sir, I met him at the corner of Broadway and 42d Street and walked across 42d Street to Fifth Avenue.

Q. You say in that conversation he told you that he was considering the advisability of resigning from the company? A. Yes, sir, he said that he was considering the advisability of resigning from the company.

Q. You tried to persuade him not to resign? A. Yes, sir, I tried to persuade him not to resign.

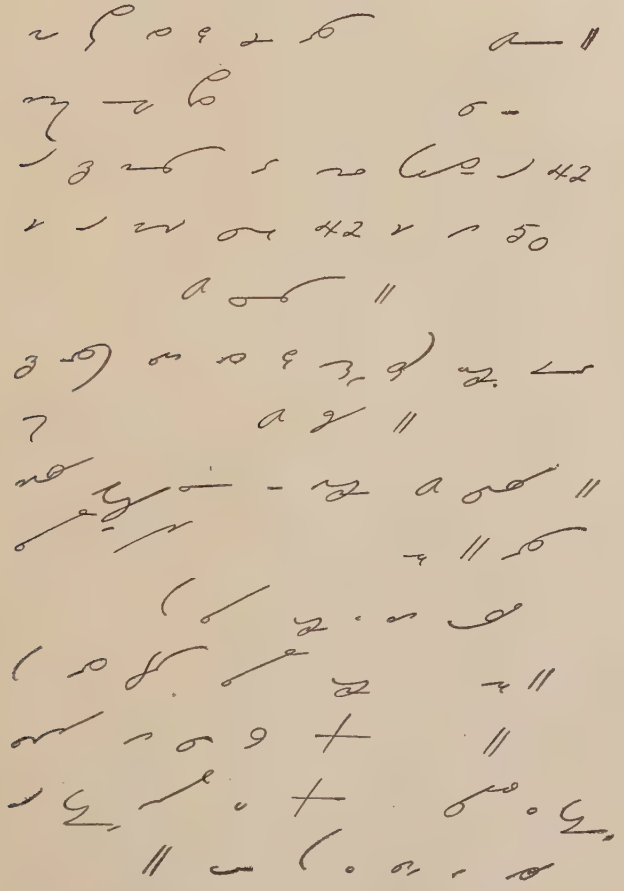
Q. He did not do it? A. No, sir, he did not do it at that time, but he did resign a year or two later.

Q. But at that particular time he did not resign? A. No, sir, at that particular time he did not resign.

Q. He continued to act as General Manager? A. He continued to act as General Manager.

Q. And performed the duties of General Manager? A. I don't know whether he performed the duties of General Manager or not, but he used the title.

SHORTHAND FOR "REPETITION MARKS" ON PRECEDING PAGE



ENCIRCLING OUTLINES

Many expert writers make it a practice to encircle certain outlines to express the actions of the witness, counsel or speaker. This serves to separate the words uttered by the speaker from his actions, and at the same time furnishes a landmark, as it were, in the notes which facilitates reference in reading back any portion of the report.

applause

applause and laughter

cheers

court

handing a paper to counsel for the defendant

handing a paper to counsel for the plaintiff

handing a paper to Mr. Jones

handing a paper to the Court

handing a paper to the witness

illustrating

indicating

indicating omission

laughter and applause

loud applause

objected to

question by a juror

witness, or counsel, produces book

witness, or counsel, produces paper

witness, or counsel, refers to book

witness, or counsel, refers to paper

INDICATION OF FIGURES

Such expressions as "six or seven" are common in reporting. When the second number is *one* higher, a straight line is sufficient; when *two* higher, a curve is used, as shown in the following illustrations:

two or three

three or four

four or five

five or six

six or seven

seven or eight

eight or nine

nine or ten

six or eight

eight or ten

 forty-eight or fifty

 five or six or seven

twelve or fourteen or sixteen

two or three weeks

 three or four o'clock

four or five times

The following phrases illustrate the method of expressing *deep, high, thick, wide, long,* and *in length* after *feet* and *inches*:

four feet deep

four feet high

four feet in length

four inches long

four inches thick

four inches wide

RAILROAD NAMES AND PHRASES

THE list of railway names is not given with the expectation that every reporter will learn the shorthand forms for the names of all, but as a matter of reference. The location of the reporter will have much to do with the necessity for learning and practicing certain names. It would be expected that he be familiar with the names of railroads which enter the city in which he is practicing his profession.

Another point in connection with the names of railroads is that they are frequently nicknamed in conversation and in testimony. For example, the Atchison, Topeka & Santa Fe is almost universally known as the "Santa Fe," the Chicago & Alton as the "Alton," the Chicago & Northwestern as the "Northwestern," the Chicago, Burlington & Quincy as the "Burlington," the Chicago, Rock Island & Pacific as the "Rock Island," the Delaware, Lackawanna & Western as the "Lackawanna," the Lake Shore & Michigan Southern as the "Lake Shore," the Lehigh Valley as the "Lehigh," the Missouri, Kansas & Texas as the "Katy," the New York, New Haven & Hartford as the "New Haven," the Oregon Short Line as the "Short Line," the St. Louis, Iron Mountain & Southern as the "Iron Mountain," the Central Railroad of New Jersey as the "Jersey Central," the Philadelphia & Reading as the "Reading."

In other cases the initials merely are used as the common description; as, for example, the B. & A. for Boston & Albany, B. & O. for Baltimore & Ohio, D. & R. G. for the Denver & Rio Grande, I. C. for Illinois Central, S. P. for Southern Pacific, T. P. for Texas & Pacific, L. & N. for Louisville & Nashville, U. P. for Union Pacific, etc.

RAILROADS

	A. T. & S. F.	Atchison, Topeka & Santa Fe
	B. & O.	Baltimore & Ohio
	B. & A.	Boston & Albany
	B. & M.	Boston & Maine
	C. N.	Canadian Northern
	C. P.	Canadian Pacific
	C. of G.	Central of Georgia
	C. R. R. of N. J.	Central Railroad of New Jersey
	C. V.	Central Vermont
	C. & O.	Chesapeake & Ohio
	C. & A.	Chicago & Alton
	C. & N. W.	Chicago & Northwestern
	C. B. & Q.	Chicago, Burlington & Quincy
	C. G. W.	Chicago Great Western
	C. M. & St. P.	Chicago, Milwaukee & St. Paul
	C. R. I. & P.	Chicago, Rock Island & Pacific

C. C. C. & St. L. Cleveland, Cincinnati, Chicago & St. Louis

D. L. & W. Delaware, Lackawanna & Western

D. & R. G. Denver & Rio Grande

G. T. Grand Trunk

G. N. Great Northern

G. W. Great Western

I. C. Illinois Central

L. E. & W. Lake Erie & Western

L. S. & M. S. Lake Shore & Michigan Southern

L. & N. E. Lehigh & New England

L. V. Lehigh Valley

L. I. Long Island

L. & N. Louisville & Nashville

M. C. Michigan Central

M. K. & T. Missouri, Kansas & Texas

M. P. Missouri Pacific

M. & O. Mobile & Ohio

N. Y. C. New York Central

N. Y. L. E. & W. New York, Lake Erie & Western

N. Y. N. H. & H. New York, New Haven & Hartford

N. Y. P. & B. New York, Providence & Boston

N. P. Northern Pacific

O. & M. Ohio & Mississippi

O. S. L. Oregon Short Line

P. M. Pere Marquette

P. & R. Philadelphia & Reading

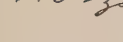
Q. O. & K. C. Quincy, Omaha & Kansas City

St. L. I. M. & S. St. Louis, Iron Mountain & Southern

S. F. Santa Fe

S. P. Southern Pacific

T. & P. Texas & Pacific

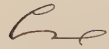

U. P. Union Pacific

W. C. Wisconsin Central

Y. & M. V. Yazoo & Mississippi Valley

RAILROAD PHRASES

assistant auditor


assistant baggage master

assistant general auditor

assistant general manager

assistant general storekeeper

assistant passenger traffic manager

assistant superintendent of telegraph

assistant to the president

assistant traffic manager

auditor of disbursements

baggage master

by freight

central division

chief clerk

chief counsel

chief draftsman

director general

eastern district

eastern division

eastern lines

fast freight

freight auditor

freight claim auditor

freight train

general auditor

general manager

general manager eastern lines

general manager northern lines

general manager southern lines

general manager western lines

general solicitor

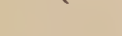
general storekeeper

local freight

local freight train

local passenger

local passenger train


local train

mechanical superintendent

northern district

northern division

northern lines

passenger auditor

passenger coach

passenger traffic manager

passenger train

southern district

southern division

southern lines

superintendent eastern lines

superintendent northern lines

superintendent of motive power

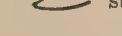
superintendent of shops

superintendent of telegraph

superintendent of the eastern division

superintendent of the northern division

superintendent of the southern division


superintendent of the western division

superintendent of transportation

superintendent southern lines

superintendent western lines

ticket auditor

traffic manager

vice-president

western district

western division

western lines

LEGAL TERMS AND PHRASES

SINCE the trials in courts are conducted by lawyers and judges, the language of the law is employed extensively. The terminology of the law is based on Latin. Consequently a large proportion of the words in legal phrases are of Latin origin. While a knowledge of this language is a great advantage in law reporting, familiarity with the common Latin expressions is all that is essential.

The phrases given in the following pages are the ones most frequently encountered, but the student reporter will need to extend his knowledge of law language and to increase his list of stock phrases and legal terms, through the medium of reading and dictation. Law books, the reports of cases, the legal journals, legal decisions, actual cases, arguments of counsel, all furnish material for this purpose. In reading the notes an analysis should be made of all legal terms, and phrases, and shorthand outlines provided. The reporter should arrange these systematically for further study and practice.

This work will have an immediate reporting advantage, and a collateral advantage in giving him a knowledge of law. Many reporters graduate from the reporter's chair into the legal profession simply because the reporting of cases has aroused their ambition to study law.

The reporter is oftentimes better versed in the law than many of the lawyers trying cases. The reporter who makes a study of law is in a far better position to make an accurate report of the proceedings than if he depended entirely upon his shorthand ability, because he will be able to understand the purpose of each move. Exceptional shorthand ability, naturally, is needed in reporting but a knowledge of the law makes this ability all the more effective.

LEGAL TERMS AND PHRASES

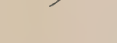
ad libitum

ad litem

a posteriori

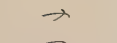
a priori

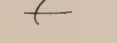
bona fide


capital punishment

caveat emptor

conscientious scruples

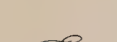

contra bonos mores


contumacy

co-obligor

counter plea

cui bono


dangers and risks

de facto

dictum

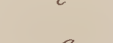
documentary evidence

duress per minas

enfranchise

et al

ex officio


ex parte

ex post facto

feasance

fiat

fidepromission

fides facta

final decree

fraudulent conveyance

free and voluntary

grand jury

grand larceny

habeas corpus

habendum

hearsay evidence

honorarium

hypothecate

ignorantia juris

ignorantia legis

implead

in bonis

inculpate

indebitatus

infringement

in re

in statu quo

interim

intestate

intra fidem

intra vires

justice of the peace

lis pendens

litigant

locus delicti

malfeasance

mandamus

master and servant

mayhem

modus operandi

mortis causa

mulct

ne exeat

nolle prosequi

nolo contendere

nol-pros

non compos mentis

nulla bona

nuncupative

obiter dictum

oyer

particeps criminis

per capita

per contra

per diem

per quod

petty larceny

post diem

post mortem

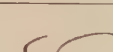
praecipe

prima facie

procedendo

procedure

pro rata

 pro tempore

proviso

quasi

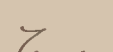
quid pro quo

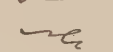
qui tam

quitrent

quo warranto

rebuttal

 recognizance

 recoupment

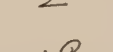
replevin

res gestae

riparian

seisin

sine die

 voidable

waiver

MEDICAL TERMS AND PHRASES

THE reporting of expert medical testimony necessitates a command of the most frequently recurring terms. It requires a highly specialized ability as a shorthand writer and a fund of definite information on medical terminology. A reporter who has had much medical reporting experience makes these comments on the subject in the *Gregg Writer:*

"It may be of interest to those that contemplate becoming medical stenographers to learn that hardly in any other profession will there be found such a wide variety of technical words to be mastered. This is an age of specialists and nowhere is this more evident than in the medical profession where nearly all doctors specialize in some chosen field. For instance, the oculist and aurist will use an entirely different set of terms from those dictated by the surgeon, pathologist, or neurologist. The spelling of these terms is of very great importance."

The list given in the following pages is by no means exhaustive, as it refers more particularly to the general practitioner, but it represents some of the most common terms, and it will be useful to any reporter. Those who expect to specialize in medical reporting, however, should add to the list gradually as the necessities of their work require. This can be done by reading medical books, and particularly the medical journals which contain histories of cases.

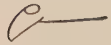
Latin is the language of medicine, as it is of law, and the reporter who expects to enter this field of reporting will increase his ability as an accurate and rapid reporter by familiarizing himself with medical terminology and the frequently recurring phrases.

The frequent terminations for the most part can be

written swiftly and accurately by employing the suffixes of the *Manual*, since many of these are from the Latin. In other cases the abbreviating principle can be brought into play effectively. In the large majority of cases the words can be written from principle without difficulty so far as the shorthand is concerned. The main difficulty will arise from a lack of knowledge of the words themselves. The study of medical books and magazines will remove this difficulty.

Court reporters who know that they will be called upon to report expert medical testimony in a case generally inform themselves about the cases beforehand and study the particular phases that will be most likely to be touched upon. For example, if the case is one dealing with personal injury, some knowledge of the injury can be ascertained beforehand. In other words, the expert reporter will prepare for his case in the manner that the lawyer does.

MEDICAL TERMS AND PHRASES


abdomen

abdominal

aberration

abscission

acidification

acidulate

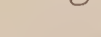
adenitis

adenoid

adventitia

amaurosis

amaurotic


amyotrophic

anaesthesia

antipyretic

antispasmodic

appendicitis

appendix vermiformis

arteriosclerosis

bifurcation

bronchitis

buphthalmia

canaliculus

carminative

cauterization

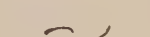
cerebritis

cerebrospinal

choroiditis

chromatolysis

coccygodynia


contraindicate

counterirritant

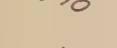
counterirritation

delirium tremens

desquamation

diaphoretic

diplegia


dyspepsia

dysphagia

dysphasia

eczematous

embolism

entomology

epidermis

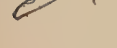
epiglottis

epilepsy

eucalyptus

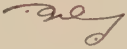
Eustachian

fibrosis


formaldehyde

gangrene

gastralgia

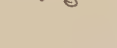

gastric fever

gastritis

germicide

granulation

hallucination


hemorrhage

hydraemia

hydrocele

hydrocephalus

hydrophobia

hypnosis

ichthyosis

imbecility

indigestion

influenza

inoculation

insanity

 insomnia

intercellular

 interlobar

intermuscular

 interstitial

intracranial

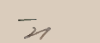
 intubation

iodoform

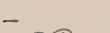
jactitation

jugular

keratitis

 kleptomania

 labyrinthitis

 lacrimal

laryngitis

 laryngology

locomotor ataxia

lumbago

lymphangitis

 malignancy

mastoiditis

meningitis

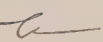
monomania

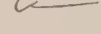
myocarditis

 myopia

nephritis

 neuralgia

 neurasthenia

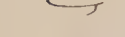
 nyctalopia

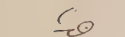
odontitis

osmosis

pancreas

papillitis


paralysis


paranoia

paraplegia

paresis

pediculosis

pellagra

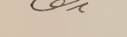
periarteritis

periarthritis

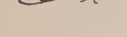
pericarditis

periosteum

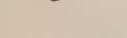
peritonitis


pharmacology

pleurisy


pneumonia

ptomaine

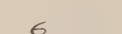

pylorus

rheumatism

rhinitis

sacculus

salivate


saponification

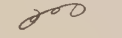
scapula

sciatica

sclerosis

sclerotic

sclerotitis


staphylococcus

sternum

stethoscope

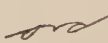
substernal

supraspinal

symptomatic

symptomatology

synovitis


tachycardia

therapeutical

thermostat

thyroid

tonsillitis

tourniquet

trachea

trachoma

trismus

trypsin

tympanum

typhoid

ulceration

ulnar

uvula

varicose

varioloid

vascularity

ventricle

vermiform

vertebra

viscera

vivisection

whitlow

xanthelasma

xanthic

xanthoma

xeroderma

xerosis

xiphoid

zonula

zygoma

zymotic

MILITARY TERMS AND PHRASES

TRIALS in military courts naturally introduce many terms that are technical. The phrases contained in the following list have been selected because of their frequency. The young reporter or student aspiring to become a reporter will be interested in the procedure of these courts. The following description of military courts was written by Mr. George C. Johnson, now an attorney in Chicago, who for a number of years reported the court-martial proceedings at the Department of the Lakes, Fort Sheridan, Illinois:

The military courts being created and governed by the martial law of the land, the procedure differs in many respects from that of the federal or state courts, which cover an entirely different branch of our law; namely, the civil law. The proceedings of the military courts being in the nature of criminal prosecutions, no deviation whatever from the prescribed rules is permitted. Every opportunity is afforded the accused person to defend himself.

The court generally consists of thirteen or fourteen military officers, five of whom must be present to constitute a quorum. One member of the court is detailed to act as prosecutor, and is termed the Judge Advocate. The senior member in rank present acts as the president of the court and has full charge of the proceedings. The members sitting as the court are the judges both as to fact and as to law, and act jointly in every decision. When the court is convened, after having given due notice to all members thereof by the judge advocate, the accused person is brought before the court and introduces his counsel. The reporter is then duly sworn, the judge advocate reads to the accused the order convening the court, and the accused is then advised as to who are present and who are absent, with the cause of absence. He is asked if he objects to being tried by any persons present named in the order. If an objection is raised by the accused, the challenged member of the court replies to the accusation, and then all persons present, except the members of the court, withdraw from the room, and a decision is reached on the challenge. The court being reopened, the judge advocate, the accused, his counsel, and the reporter are

recalled, and the decision of the court is announced on the challenge. When these preliminaries have been disposed of and no further objection is raised by the accused, the members of the court and the judge advocate are duly sworn and they proceed with the trial.

The accused is now arraigned; that is to say, the charges and specifications against him are read. This corresponds to the reading of an indictment in a court of law. The accused pleads guilty or not guilty, or he may qualify his plea by pleading not guilty to the offense charged, but guilty of a minor offense. The prosecution now introduces its witnesses, and the direct examination is conducted by the judge advocate, the defense cross-examining if desired, and any members of the court interrogating the witness at their pleasure.

When the prosecution has introduced all its evidence, it rests; and then the defense may introduce any evidence it may have. The witnesses are examined by the defense, cross-examined by the judge advocate, re-examined by the defense, and re-cross-examined by the judge advocate, etc. Finally, the members of the court have the right to examine the witness, and if the accused requests it, he may testify in his own behalf.

When all the evidence has been introduced by both sides, the defense may make a further statement not under oath, and the judge advocate may make some closing remarks. Thereupon the judge advocate, the accused, his counsel, and the reporter withdraw; the court is closed, and comes to a finding as to the guilt or innocence of the accused. Upon the reopening of the court, those formerly excluded are recalled, the judge advocate reads to the court any previous convictions he may have against the accused, the court is again closed and then either sentences or acquits the prisoner.

The sentence or finding of the court is not disclosed at this time, but is sealed and sent to the Headquarters Department of the Lakes to a reviewing authority, who goes over the case. If it appears that the trial has been according to law, the finding of the court proper, and the sentence just, the trial of the case is approved and published, at which time it becomes final. Should they not approve the action of the court-martial, they may send it back for revision, modification, or even re-trial, the prisoner not having been once put in jeopardy (as in our state courts) until the trial is reviewed and the finding finally published. The sentences are generally served at some military post, or at the federal penitentiary at Fort Leavenworth, Kansas.

MILITARY TERMS AND PHRASES

absent in desertion

absent over leave

absent without leave

accused

adjutant general

ambulance company

American Expeditionary Forces

American Red Cross

ammunition truck

army artillery

army field clerk

army field service

articles of war

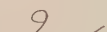
artillery engineer

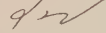
artilleryman

aviation corps

aviation service

aviation squadron


barracks bag


battalion

battalion commander

battery

battery commander

brigade commander

brigadier general

camp

cavalry

chief of ordnance

chief signal officer

chief surgeon

citizens' clothes

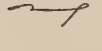
civil authorities

coast artillery corps

commander

commander in chief

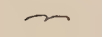
commanding officer

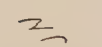

commissary sergeant

company commander

concentration camp

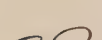
continental service

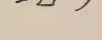

Council of National Defense


desert, deserter, desertion

discharge certificate

discipline


dishonorable discharge

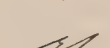

distinguished service

drill regulations

enlisted man

enlisted reserve corps

enlistment papers


escaped prisoner

expiration of enlistment

expiration of leave

fatigue duties

field artillery

field hospital

field marshal

fire control

first lieutenant

first sergeant

garrison flag

garrison prisoner

general court-martial

general hospital

general mess

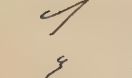
general order

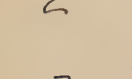
general staff corps

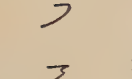
good order and military discipline

guard house

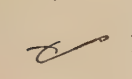
home defense


honorable discharge


hospital corps


infantry

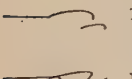
inspector


kitchen police

kitchen police duty

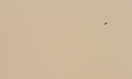
lieutenant

lieutenant colonel

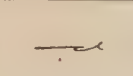

lieutenant general

machine gun company

magazine rifle


marine corps

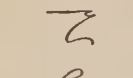
master gunner


military authorities

military commission

military discipline

military jurisdiction


mobilization camp

national guard

officer of the day

officers' mess

on guard

on guard duty

on guard mount

ordnance officer

post exchange

prisoner at large

prisoner in the guard house

quartermaster

quartermaster corps

quartermaster general

quartermaster sergeant

ranking officer

recruit

recruiting officer

recruiting station

Red Cross

re-enlistment

regiment

regimental commander

regimental commissary

regimental sergeant

remain absent in desertion

remain absent without leave

reveille

second lieutenant

senior commander

sentinel

sentinel on guard

sentry

sentry on guard

sentry over the prisoner

service record

service stripe

soldier in the service of the United States

superior officer

surgeon general

tank corps

target range

term of enlistment

term of service

travel allowance

under arrest

under guard

NAVAL TERMS AND PHRASES

THE reporting of naval trials, like military trials, is another highly specialized field of reporting. The trials abound in technical terms relating not only to naval science, but to engineering, electricity, physics, chemics, and various other applied sciences.

In writing on the subject of "Phrasing Suggestions" in the September, 1919, *Gregg Writer,* Mr. Gurtler says:

"As a general rule stenographers look upon phrasing as a matter of memorizing the shorthand phrases suggested and devised by the author of the system. The thought that there are *principles* governing phrasing, the same as there are principles governing the writing of words, often does not occur to the average stenographer. But there *are* phrasing principles, and they are largely set forth in the *Manual.* In many instances a phrase is the result of a logical application of extension of the phrasing principles presented in the eleventh and nineteenth lessons of the *Manual.*

"*Whenever a word is written, the possibility of phrasing it with some other word should be uppermost in the mind of the writer.* In writing a word the question should be whether there can be joined to it, initially or finally, one or more words; also whether the outline for the word may be modified to permit of phrasing or whether it is one of the words which becomes unimportant in an inclusive phrase. The last two suggestions refer to the few words which may be modified to permit of phrasing, such as "week," "possible," "beg," and others given in the nineteenth lesson of the *Manual,* and the common words of relative unimportance, the restoration of which is made necessary by the context.

"The method or principle of phrasing must be logical

so that under all circumstances the same theory of phrasing will be pursued."

This is a principle that I have advocated not only in phrasing, but in the general principles of shorthand from the beginning. It is simply a practical application of the law of association. In adding to the list of phrases given in the following pages the student-reporter will do well to analyze the various groups of phrases for underlying principles. He will find that in this way the burden of memorizing will be greatly lessened, while at the same time principles of phrasing of universal application are acquired.

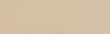
NAVAL TERMS AND PHRASES

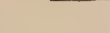
admiral

admiral of the Navy

allotment officer

angle iron


anti-submarine


assistant paymaster

assistant surgeon

auditor for the Navy Department

balance sheet

battle cruiser

blacksmith

blue print

board of inquest

boatswain

boiler maker

boom rest

bulwark

Bureau of Construction and Repair

Bureau of Medicine and Surgery

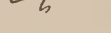
Bureau of Navigation

Bureau of Ordnance

Bureau of Steam Engineering

Bureau of Supplies and Accounts

Bureau of Yards and Docks


cargo capacity

charges and specifications

chief boatswain's mate

chief electrician

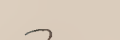
chief yeoman

commandant

commissary officer

continuous service certificate

contract number


conversion account

cubical contents capacity

dead center

deck court-martial

disciplinary barracks

division commander

dynamo room

executive officer

exhaust line

flag officer

floating mine

forecastle

foremast

forms of procedure

fraudulent enlistment

general account of advances

gunboat

gunwale

guy line

gyroscope

gyroscopic

harbor chart

keelson

lake navigation

lifeboat

medical director

merchant vessel

naval constructor

naval instructions

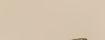
naval regulations

navigation officer

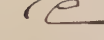
navy department

ocean navigation

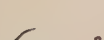
officer of the deck

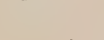

ordnance officer

passed assistant paymaster


passed assistant surgeon

permanent appointment

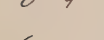

petty officer

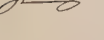

physical disability

powder division

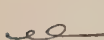
powder magazine

propeller


rear admiral


scupper

Secretary of the Navy


shipbuilder

signal wire

solitary confinement

squadron

starboard

steam pressure

steerage

straggler

submarine boat

submarine flotilla

submarine tender

submarine torpedo boat

summary court-martial

supply officer

tarpaulin

torpedo boat

torpedo boat destroyer

training station

transportation and subsistence

United States Naval Academy

warrant officer

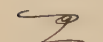
THEOLOGICAL TERMS AND PHRASES

AN OPPORTUNITY for practice in verbatim reporting is afforded with every sermon, and many young reporters take advantage of it. It is of course necessary that the frequently recurring phrases of sermons should be at one's finger tips if the work is to be done to one's satisfaction.

The phrases given in the following pages will be found very useful to the reporter striving for verbatim speed. Very often young reporters, in attempting to "take" sermons, find the speed entirely too high. The remedy for this is to find a speaker who does not use such high pressure utterance and then gradually work up to the higher speeds. As soon as you find you can report a speaker word for word, then you should try to find one who is more rapid. Sermons reported in this way should be read scrupulously and the hard words written and rewritten many times.

As many preachers nowadays allude so often to historical, literary, biographical, and scientific subjects, the young reporter will find that reporting of this kind will be of great value to him in acquiring a vocabulary for other kinds of reporting. The young reporter need have no hesitation in reporting sermons, as most preachers feel complimented by it. He will also find that many of them will be glad to receive transcripts of the sermons and will give the reporter valuable aid by correcting these. Very often, however, the transcript will not be merely corrected, but will also be edited—the author of the sermon making such changes as he thinks will improve his discourse. This in itself is of great value to the reporter, who will find in actual work that editing is a very important part of his profession especially on extemporaneous speeches.

THEOLOGICAL TERMS AND PHRASES


Almighty and Everlasting God

blood of Christ

blood of Jesus

body and blood of Christ

body and mind

Catholic faith

child of God

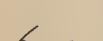
Children of Israel

Christ Jesus

Christ Jesus our Lord

cross of Christ

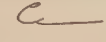
Divine Glory


Divine Providence

Divine Wisdom

Epistle of Paul

Epistle to the Corinthians


Epistle to the Romans

eternal bliss

everlasting covenant

everlasting day

Feast of Tabernacles

for Christ's sake

God and Savior

God's glory

God's justice

God's law

grow in grace

heaven and earth

Heavenly Father

Holy Ghost

Holy of Holies

Holy Spirit

in the words of the text

Jesus Christ

Jesus Christ's sake

justification by faith

kingdom of Christ

kingdom of God

kingdom of grace

kingdom of heaven

kingdom of the world

kingdom of this world

kingdoms of the world

kingdoms of this world

knowledge of Christ

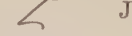
language of my text

language of Scripture

language of the text

Lord and Savior

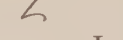
Lord and Savior Jesus Christ


Lord Jesus

Lord Jesus Christ

Lord's kingdom

Lord's Prayer


my beloved brethren

my brethren

my dearly beloved brethren

my text

of Christ

of Christianity

of God

of scripture

Old Testament

Our Lord

Our Lord Jesus Christ

Our Lord's

Our Lord's Prayer

Our Savior

Protestant Church

Protestant faith

resurrection of Christ

resurrection of the dead

resurrection of the just

right hand of God

Roman Catholic

Roman Catholic Church

Sabbath day

Sabbath school

St. James

St. John

St. Paul

St. Peter

second coming of Christ

second epistle

Sermon on the Mount

Son of God

Son of Man

Son of Righteousness

Spirit of Christ

Spirit of God

spiritual life

spiritual meaning

spiritual sense

things of God

things of men

Trinity in Unity

way of salvation

ways of the world

Word of God

works of the Lord

CHEMICAL SYMBOLS AND TERMS

CHEMISTRY is one of the most technical, as well as one of the most important, of technical industries. Its nomenclature contains a group of common symbols for the elements, which can easily be translated into shorthand symbols. Mr. Norman Hammerstrom, of the Columbia Laboratories, Chicago, has worked out a most ingenious and practical method of writing both the chemical symbols and the frequently recurring suffixes. His plan makes the writing of the language of chemistry quite simple and effective.

The analysis he has made of the terminology of chemistry and the practical application of regular shorthand devices to the writing of them illustrates what any reporter or stenographer can do in the way of making his shorthand fit any special or technical matter. Of course it is necessary, first, to make a complete analysis of the words or terminations of the language under consideration. This material must be carefully organized and only such special devices used as seem necessary to handle the matter effectively. One of the dangers the inexperienced writer will have to avoid is giving undue prominence to what may turn out to be nonessentials. In other words, before deciding upon any special contraction or device, be sure that it is worth such treatment. This can only be determined by going over a sufficient amount of matter to determine frequencies. It will then require only a little ingenious adaptation to work out a practical method of taking care of these.

Success in applying such principles as are illustrated in the following pages to the actual work of writing will depend entirely upon familiarity with the principles, as well as the language involved. It will be seen at a glance at the illustrations of such combinations in chemistry, for example, as

Mg Cl. Ca Cl_2 that unless the writer were thoroughly familiar with the context and the method of expressing the symbols, serious difficulties would be encountered. What is true of wordsigns, special contractions, and phrases is true of any special adaptations such as these—that to be useful they must be *thoroughly mastered.*

CHEMICAL SYMBOLS AND TERMS

Word	*Symbol*	*Shorthand Symbol*	*Shorthand Word-Form*
Aluminum	Al		
Antimony	Sb		
Argon	A		
Arsenic	As		
Barium	Ba		
Bismuth	Bi		
Boron	B		
Bromine	Br		
Cadmium	Cd		
Calcium	Ca		
Carbon	C		
Chlorine	Cl		

Word	*Symbol*	*Shorthand Symbol*	*Shorthand Word-Form*
Chromium	Cr		
Cobalt	Co		
Copper	Cu		
Fluorine	F		
Gold	Au		
Helium	He		
Hydrogen	H		
Iodine	I		
Iron	Fe		
Lead	Pb		
Lithium	Li		
Magnesium	Mg		
Manganese	Mn		
Mercury	Hg		
Nickel	Ni		
Nitrogen	N		

Word	*Symbol*	*Shorthand Symbol*	*Shorthand Word-Form*
Oxygen	O		
Phosphorus	P		
Platinum	Pt		
Potassium	K		
Silicon	Si		
Silver	Ag		
Sodium	Na		
Strontium	Sr		
Sulphur	S		
Tin	Sn		
Zinc	Zn		

IMPORTANT RARE ELEMENTS

Uranium	U		
Radium	Ra		
Thorium	Th		
Titanium	Ti		

Word	*Symbol*	*Shorthand Symbol*	*Shorthand Word-Form*
Vanadium	V		
Molybdenium	Mo		
Tungsten	W		
Iridium	Ir		
Osmium	Os		

IMPORTANT RADICALS, HYDROXYL, ETC.

Oxide		Bromate	
Chloride		Iodide	
Chlorate		Iodate	
Nitride		Carbide	
Nitrite		Carbonate	
Nitrate		Bicarbonate	
Sulphide		Silicate	
Sulphite		Fluoride	
Sulphate		Acetate	
Bromide		Phosphide	

Phosphite		Cyanate	
Phosphate		Hydroxide	
Chromate		Hydrate	
Bichromate		Hydride	
Manganate		Anhydride	
Manganite		Anhydrate	
Permanganate		Oxalate	
Cyanide		Tartrate	
Cyanite		Citrate	

Note: In chemical terms the ending *ide* is usually expressed by the disjoined *d;* the ending *ate* by the disjoined *at;* and the ending *ite* by the disjoined *t.*

IMPORTANT ACIDS

Chlorous		Sulphurous	
Chloric		Hydrosulphuric	
Perchloric		Nitric	
Hydrochloric		Nitrous	
Hypochlorous		Carbonic	
Sulphuric		Hydrobromic	

Hydriodic		Silicous	
Hydrofluoric		Arsenic	
Phosphoric		Arsenous	
Phosphorous		Boric	
Acetic		Boracic	
Citric		Manganic	
Oxalic		Manganous	
Tartaric		Permanganic	
Chlorplatinic		Chromic	
Silicic		Chromous	

RULES

1. When a symbol is used in a sentence, it should be capitalized to prevent confusion with other shorthand forms.

e. g.

2. Ordinarily the symbol may be used in writing the shorthand word forms of acids, radicals, and compounds.

Thus: Sulphuric Potassium nitrate Phosphoric

Not: Sulphuric Potassium nitrate Phosphoric

3. The above rule should not be applied whenever there is danger of confusion with the formula of the compound. The shorthand word-form should be used.

Thus: Hydrobromic Hydrochloric

Not: Hydrobromic Hydrochloric

4. Whenever possible in a formula, two or more symbols should be joined together, or phrased.

Thus: Silver chloride (AgCl)

Potassium permanganate ($KMnO_4$)

Sulphur dioxide (SO_2)

5. In formulae containing the hydrogen atom, the subscript (number of atoms) may be used in place of the dot, placing the subscript a little above the line. When only one atom of hydrogen is present, the symbol or dot is used.

Thus: Water (H_2O) Sulphuric acid (H_2SO_4)

Hydrochloric acid (HCL)

NOTE: The one exception is in writing the formula for the hydrogen molecule; thus

Hydrogen molecule (H_2)

6. When two or more radicals of the same kind are in a formula, the radical is inclosed with the mark and the subscript is written below.

Thus: Barium nitrate [$Ba(NO_3)_2$]

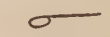
Ammonium sulphate [$(NH_4)_2SO_4$]

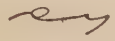
7. In writing formulae for double salts, etc., the period of the longhand is written with the usual shorthand form.

Thus: Magnesium chloride and calcium chloride ($MgCl_2.CaCl_2$)

Potassium aluminum sulphate $[KAL(SO_4)_2.\ 12H_2O]$

CHEMICAL TERMINOLOGY AND PHRASES

Absolute temperature		Ammonium	
Alabaster		Analysis	
Alcohol		Analyze	
Alcoholic		Anode	
Aldehydes		Aquaregia	
Alkali		Asbestos	
Alkaline		Atmosphere	
Alkalinity		Atom	
Allotropic		Acid	
Alum		Apparatus	
Aluminum		Barometer	
Ammonia		Calorie	

Calorific 

Carbohydrate

Catalyst

Catalytic

Cathode

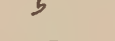
Cellulose

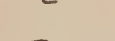
Chloroform

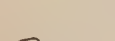
Collodion

Colloid

Combustion

Compound 

Chemistry 

Chemical 

Chemist

Crystal, crystallize

Crystallization

Cubic centimeter (C. C.)

Cupric

Cuprous

Cyanimide

Dissolve

Deliquescent

Deliquescence

Denatured

Density

Distill

Distillation

Efflorescence

Effloresecent

Electrolysis

Electrolyte

Element

Equilibrium

Ferric

Ferrous

Formaldehyde

Glycerine

Halogen

Hydrocarbon

Ion

Mercuric

Mercurous

Molecular

Molecule

Mordant

Moist

Moisture

Muriatic

Nascent

Organic

Osmosis

Osmotic

Precipitate

Physical properties

Saturate

Soluble

Solute

Solvent

Solution

Salt

Silica

Specific gravity

Spectra

Spectroscope

Spectrum

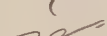
Stannic

Stannous

Sublimation

Synthesis		Volatility	
Valence		Vaporize	
Vitriol		Vaporization	
Volatile		Vapor density	

APPARATUS

Laboratory		Crucible	
Test tube		Graduate	
Tripod		Burette	
Ringstand		Pipette	
Retort		Volumetric	
Alembic		Forceps	
Bunsen burner		Desiccator	
Mortar		Flask	
Pestle		Beaker	
Funnel		Bottle	

WEIGHTS AND MEASURES

*Gram		Centimeter	
Kilogram		Cubic centimeter	
Milligram		Millimeter	
Meter		Liter	

*Gram is expressed by *g* when it is a suffix.

PREFIXES OF COMPOUNDS

Mono-		Tetra-	
Bi-		Per-	
Di-		Hypo-	
Tri-		Hydro-	